
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

Issued Monthly (except July and August) by The Gregg Publishing Company,
16 West Forty-seventh Street, New York, N. Y.

BOSTON OFFICE.....	Statler Building, Boston, Mass.
CHICAGO OFFICE.....	2500 Prairie Ave., Chicago, Ill.
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Subscription rates: One dollar, the year Ten cents, the copy. Copyright, 1929, by the Gregg Publishing Company.

Vol. IX

APRIL, 1929

No. 8

Shorthand—Suggestions to Teachers

[The following is reprinted from the syllabus of the Education Department of the County Council of the West Riding of Yorkshire, England. It will be of interest to all teachers of shorthand.—Editor.]

*I*N teaching shorthand, eight points are to be specially observed:

1. Great care should be taken to secure a neat and accurate style of writing. Students should have it continually impressed upon them that shorthand is of no use unless it can be afterwards read or transcribed correctly; and the facility with which this can be done depends very largely upon the accuracy and care with which the outlines are written.

Reading

2. From the very beginning, students should be constantly practised in reading shorthand, both from their own notes and those of other students, and from printed matter.

Dictation

3. Dictation practice should be given from the commencement, and followed up through the various courses. Symbols, words, sentences, and connected matter should be taken down and afterwards read from the notes, and

a portion transcribed. In all transcripts, special attention should be given to correct spelling, punctuation, and paragraphing.

Corrections

4. Students should be required to write their exercises on alternate lines, so that the teacher's corrections may be placed on the lines left blank, and thus command immediate attention. The teacher should require the students to write out all corrections several times.

Homework

5. Homework in shorthand is essential to progress. All homework exercises should be carefully corrected by the teacher, and the principal errors explained to the students at the next meeting of the class.

Presenting the Lessons

6. The textbook exposition of new rules should not be read to or with the students. Short oral expositions should be given, the

teacher having previously carefully prepared notes on the new matter for each lesson, supplementing the textbook illustrations with a variety of others, and carefully arranging the successive steps of the explanatory matter so that the various points may be presented to the students in an orderly and systematic manner.

Illustrations

7. Students should be required to coöperate in illustration and demonstration. A post card or slip of paper containing a number of carefully selected shorthand examples is found by many teachers to be sufficient to bring to mind

the various points of the principle being dealt with. The blackboard should be freely used, and each point should be dwelt upon and illustrated until firmly impressed on the minds of the students. Teachers should be careful to make their blackboard work a model for imitation.

Supplementary Reading

8. Teachers are recommended to urge upon their students, especially those in the more advanced stages, the value of the constant reading of shorthand matter, such as may be found in the various weekly and monthly shorthand periodicals.

Postponed Until Fall!

Southern Commercial Teachers' Association Meeting

Just too late to make the correction in our March issue, word was received that the Executive Committee of the Southern Commercial Teachers' Association had found it advisable, in the best interests of all concerned, to hold the next meeting in the fall (November 29 and 30) at Chattanooga, Tennessee, instead of this month at Savannah, as had been announced. Let us each spread the news to his friends. Some of them may not see this correction! The officers of the Association will appreciate this co-operation, and the Secretary, Miss Margaret B. Miller, Wheeler Business College, Birmingham, Alabama, will be glad to give you details of the new plans.

Rapid Growth of Commercial Education

Summarized by Frederick J. Weersing

Associate Professor of Education, University of Southern California

COMMERCIAL education is one of the most common forms, and in many ways it is the most significant form of vocational education that we have in the public high schools of this country. No other type of vocational or pre-vocational education on the secondary level has been offered so long, has come to occupy so large a place in the curriculum, or can approximate commercial education in number of courses offered or number of pupils enrolled. No other form of vocational education offers to young people of both sexes so wide a range of employments, so many opportunities for advancement, or so great a degree of adaptability to individual interests and aptitudes.

There is room in commerce for people from almost the lowest to the highest range of ability. It offers a field of fruitful endeavor to the individual of modest talents as well as a challenge to genius in any one of its multitudinous forms. Commerce, indeed, is subsidiary to every other vocation, for every form of economic activity has important commercial implications.

Recent statistics indicate that commercial education has been and still is one of the most rapidly growing subjects in the public high schools. Dr. L. V. Koos shows in his "American Secondary School" that of all the subjects in the high school, the practical arts, inclusive of the commercial subjects, showed the most remarkable gains in pupil enrollments, and among the practical arts commercial education gained the most. *Bulletin No. 4, 1926*, of the United States Bureau of Education, indicates that commercial courses in public high schools are displacing the business colleges to such an extent that since 1920 the total enrollment in private business colleges has decreased more than 40 per cent. Public high schools, on the other hand, have experienced a substantial increase in enrollments during the same period. Recent figures indicate that not far from 40 per cent of all the students enrolled in high schools of the country are taking some commercial work; and if the percentages be confined to pupils in the eleventh and twelfth grades or to high school graduates, the proportion rises to approximately 55 or 60 per cent.

SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

JUST as we go to press there comes word of a merger between the *Journal of Commercial Education* and the *Business School Journal*. By this merger both journals will be consolidated into one under the ownership and management of the Haire Publishing Company, 1170 Broadway, New York, publishers of the *Business School Journal*.

Earl W. Barnhart, editor of the *Journal of Commercial Education* and chief of the Department of Commercial Education of the Federal Vocational Bureau, has been named the Educational Editor of the new consolidation.

We bespeak for the combined journal the active support and confidence of the many readers, subscribers, and friends of the two magazines it supplants.

WALDO B. CHRISTY, Tempe, Arizona, State Teachers College, is to give Method courses in Shorthand and Typewriting this summer at Bowling Green Business University, Bowling Green, Kentucky.

LAURANCE N. PEASE, vice-principal and head of the Commercial Department, Stockton High School, Stockton, California, writes us:

"I am very busy making plans to take a group of Boy Scouts to England next summer to attend a jamboree near Liverpool, for two weeks. It looks like we shall sail from New York, June 29, and visit France, Switzerland, Germany, Holland, Belgium, and England. Our proposed itinerary gives us five days in Paris, two or three days in Interlaken in the Swiss Alps, three days in Amsterdam and a visit to Brussels, and then across to London for a few days, and on to the camp near Liverpool.

"Present plans call for a stop-over in Chicago, Washington, D. C., and New York. I may have to call on Mr. Leslie, or some other good Gregg man to help me plan a few hours of sightseeing in New York."

We shall certainly be delighted to see that Mr. Pease and his boys enjoy the high spots of New York, such as the Statue of Liberty,

Woolworth Building, etc., etc.! And we shall look for a visit from any other of our readers who finds himself in New York City this summer!

THE fourth of the series of annual conferences on Research in Commercial Education which have made the University of Iowa a Mecca for all business educators who are interested in new developments in measurement will be held this year at Iowa City, Iowa, on Thursday, Friday, and Saturday, April 18, 19, and 20.

Thursday will be devoted to meetings of the National Association of Commercial Teacher-Training Institutions, as the program on page 274 shows. It is planned to attempt to arrive at a standard set of curricula which may be the aim of all commercial teacher-training institutions.

On Friday and Saturday, research will be emphasized and a dozen or more of experiments which have been going on during the last year will be reported, discussed, and evaluated. Three sessions are planned, with Miss Ann Brewington, Dean A. O. Colvin, and Dr. Paul S. Lomax in charge.

The Theories and Dreams sessions in the evening makes it possible for everyone to present his dearest thoughts for discussion and evaluation and to meet and talk with the leaders in commercial education from all over the country, for they never miss these meetings. The values of these conferences have been proven in past meetings, and under the leadership of Dr. E. G. Blackstone, the success of the coming meetings is assured.

THE twenty-fourth annual convention of the Central Commercial Teachers' Association will be held in Des Moines, Iowa, on May 2, 3, and 4, with headquarters at the Hotel Savery.

Mr. Bruce F. Gates, of Waterloo, Iowa, will be chairman of the Managers' Day, May 2. A complete program may be obtained by writing the secretary, Mr. R. M. Phillips, of the Capital City Commercial College, Des Moines.

Programs of Coming Meetings of the
National Association of Commercial-Teacher Training
and
Iowa Research Conference on Commercial Education

University of Iowa, Iowa City, April 18-20, 1929

Thursday Morning, April 18

TEACHER-TRAINING CONFERENCE	SENATE CHAMBER, OLD CAPITOL	9:30 o'clock
E. G. Blackstone, President, presiding—Topic: Curricula for Training Commercial Teachers		
Address of Welcome, by Walter A. Jessup, President, University of Iowa		
Report of Activities and Recommendations of Committee on Research, by F. J. Weersing, School of Education, University of Southern California		
Report of National Survey of Present Practices in the Training of Commercial Teachers, by H. A. Tonner, School of Education, New York University		
BUSINESS MEETING		Election of Officers

LUNCHEON AT IOWA MEMORIAL UNION

Thursday Afternoon, April 18

TEACHER-TRAINING CONFERENCE	SENATE CHAMBER, OLD CAPITOL	2:30 o'clock
E. G. Blackstone, President, presiding		
Teacher-Training Curricula for Teachers Colleges, by Claude M. Yoder, Director Commercial Courses, State Teachers College, Whitewater, Wisconsin		
Proposed Standardized Curricula for Training Commercial Teachers, by Paul S. Lomax, School of Education, New York University		

Discussion of proposed curricula

Thursday Evening, April 18

TEACHER-TRAINING CONFERENCE	LOUNGE OF MEMORIAL UNION	7:30 o'clock
Theories and Dreams Session	Music Discussion	Dancing

Friday Morning, April 19

RESEARCH CONFERENCE	SENATE CHAMBER, OLD CAPITOL	9:00 o'clock
Miss Ann Brewington, University of Chicago, presiding		
Research in Secretarial Work in the Offices of a Large Oil Company, by Earl W. Barnhart, Chief Commercial Education Service, Federal Board for Vocational Education, Washington, D. C.		
Some Experiences with the Direct Association Method of Teaching Shorthand, by Mrs. Florence Sparks Barnhart		
A Controlled Group Experiment with the Direct Writing Approach in Shorthand, by Miss Katherine Munkhoff, Shorthand and Typewriting Instructor, Grant High School, Cedar Rapids, Iowa		
A Proposed Objective Battery Test for Shorthand, by Miss Mary McLaughlin, Commercial Instructor, Experimental High School, University of Iowa		
An Analysis of the Shorthand Principles in the 1000 Commonest Words, by Miss Ruth Hoadley, Secretary, Business Research Bureau, University of Iowa		

Friday Afternoon, April 19

RESEARCH CONFERENCE	SENATE CHAMBER, OLD CAPITOL	2:00 o'clock
A. O. Colvin, Dean of Department of Commercial Education, Colorado State Teachers College, Greeley, Colorado, presiding		
Chicago Establishes Typewriting Standards, by Mrs. M. F. Tedens, Typewriting Supervisor, Chicago Public Schools, Chicago, Illinois		
Measurement of Character Training Through Typewriting, by Miss Alice Wakefield, Commercial Department, State Teachers College, Fredericksburg, West Virginia		
An Experiment with the Relative Efficiency of Various Methods of Teaching the Typewriter Keyboard, by Miss Catherine Long, Commercial Department, Salina High School, Salina, Kansas		
A Proposed Battery Test for Typewriting, by E. G. Blackstone, Commercial-Teacher Training, University of Iowa		

Friday Evening, April 19

BANQUET AND DANCE	MEMORIAL UNION	6:30 o'clock
All Delegates	Pi Omega Pi (National Commercial Teacher Fraternity)	

Saturday Morning, April 20

RESEARCH CONFERENCE	SENATE CHAMBER, OLD CAPITOL	9:00 o'clock
Paul S. Lomax, Professor of Commercial Education, New York University, presiding		
A Study of Tendencies in Junior Business Training, by N. B. Curtis, Commercial Instructor, Thomas Jefferson High School, Council Bluffs, Iowa		
Measurement of the Effectiveness of Three Methods of Approach in Bookkeeping, by E. W. Atkinson, Commercial Instructor, Fifth Avenue High School, Pittsburgh, Pennsylvania		
A Survey of the Development of Commercial Courses in Junior Colleges, by Robert LaDow, Commercial Instructor, Experimental High School, University of Iowa		
Training School Administrators About Their Commercial Departments, by Miss Frances Botsford, Assistant in Commerce, University of Iowa		

Results of the Teachers' Annual Blackboard Contest

Report by Florence E. Ulrich

Winners

FIRST PLACE: Mrs. Louise Ware, Woodbury College, Los Angeles, California

SECOND PLACE: Mrs. J. P. Peterson, Humboldt College, Minneapolis, Minnesota

THIRD PLACE: Maude S. Haskell, Business College, Portland, Maine

O. G. A. Fountain Pen Winners

Cora B. Ullom, Senior High School, Springfield, Ohio
Marie E. Marik, Haaren High School, Annex I, New

York, N. Y.

Daisy M. Bell, J. Sterling Morton High School,
Cicero, Illinois

Martha E. Bowen, Haaren High School, New York,
N. Y.

J. P. Griest, William Penn Senior High School, York,
Pennsylvania

GUY G. GEORGE, Burlingame High School, Burlingame,
California

Irma Barkhausen, Beaver Dam High School, Beaver
Dam, Wisconsin

Mrs. Olive P. Shepard, Terryville High School, Terry-
ville, Connecticut

Mrs. Edith R. Tatroe, Abraham Lincoln High School,
Council Bluffs, Iowa

Martha Grant, Central High School, Tulsa, Oklahoma

"The Secret of Success is a Constancy of Purpose"

SO indeed does it seem to those of us who watch the work that is being done year after year in these shorthand writing contests. Never before have we gathered together so many excellent specimens of shorthand writing. They seem to reflect a determination on the part of the writers, not only to put the best of their enthusiasm, study, and practice into the writing of the contest copy, but to produce something as nearly like the ideal in mind as possible, and the results are most gratifying.

Selecting the prize winners from this fine collection was not an easy task. We are all creatures of varying aptitudes and capacities, and it naturally follows that we cannot all do things in the same way. What comes naturally to the hand of one writer, might not come as gracefully and naturally to another. That was observed frequently in reviewing these plates of blackboard work. Every specimen reflected the individuality of the writer. Sometimes it was a peculiar little twist of the circle in some particular joining, a backward pull on *k* or *g* at the end of an outline, a determined angular tilt of *t* or *d* in one or more combinations, an easy going, lopping slant of upward characters, or a mistaken idea of what constitutes correct proportion, slant, or formation. Any one or all of these individual tendencies, where they affected or modified the general style had to be considered—analyzed, classified, and made to harmonize, if possible, with the recognized official standard of a practical and artistic style.

Mr. Gregg and his associates, as the result of an analysis made in many years of research

and study in the laboratories of shorthand writing, have found the four fundamental principles of shorthand penmanship to be *correct formation of characters, fluent execution, and correct and uniform proportion and slant*. These were the basic elements, then, used in grading. If there were habitual violations of one or more of these fundamentals, demonstrating that the writer had not yet fully mastered the element of writing involved, the specimen did not stand the same chance as one in which individual errors only had to be charged. Because the human element is always present it is not possible to write an absolutely perfect specimen, but if there are enough good qualities predominating to off-set an occasional slip of the pen, the notes have a good chance of winning—the specimen containing the least number of these individual errors wins first place.

A Newcomer Places First

It was curious that the first culling brought thirteen specimens up for consideration for the prizes—thirteen specimens of pretty, fluent, and artistic shorthand writing, and not two alike! While all of them were finely executed and reflected good teaching style, each one had its individual characteristics or peculiarities of style.

The specimen approximating more nearly the ideal style of shorthand was submitted by a newcomer in these contests this year—Mrs. Louise Ware, of Woodbury College, Los Angeles, California. This plate commended itself as a possible first-prize winner from the

day it was received, because of its fluency of style, its rhythm and life! To quote the comment of Mr. SoRelle, one of the members of the contest committee, "Mrs. Ware's notes are easy flowing, 'professional,' and fine for a teacher or practical writer." Other members of the contest committee hailed it as a noteworthy example of the innovation rapidly taking place in shorthand teaching—the ability on the part of the teacher to demonstrate before her class the intrinsic value of applying the fundamentals of artistic shorthand to practical writing.

This specimen appealed to us at once because of the continuity, smoothness, and rapidity of execution. Students who have the privilege of witnessing such writing are to be congratulated—we do not wonder, now, that we have received so many fine O. G. A. clubs from Woodbury's. This is the first year any of the teachers of this school have taken part in the Blackboard Contest. Seven specimens were received, all reflecting a good writing style and winning Honorable Mention. Mrs. Ware, as winner of the first place, receives \$25.00 in cash and the engraved Sterling Silver Trophy.

A Consistent "Second"

Mrs. J. P. Peterson, of Humboldt College, Minneapolis, Minnesota, submitted another sample of her fine writing technique. The specimen is essentially the work of a technician. The individual outlines for the most part are perfectly executed—but the specimen unfortunately does not have the rhythm and fluency of easy, continuous writing. The outlines reflect deliberateness of purpose and design, and a careful execution of the individual patterns, but the whole lacks the unity of slant and proportion resulting from continuous writing. *Displayed, courage, and imperfection* are examples of this lack of proportion.

Perhaps, if Mrs. Peterson could be less conscious of the fact that she is writing a contest copy, and permit the natural writing impulses born of her experience to predominate in swift, continuous execution, the result would bring her first place. Just as a pretty voice becomes more flexible and lovely when the singer forgets self in the interpretation of the theme of the song, so shorthand writing becomes more rhythmic and beautiful when the writer lets go and writes!. Students of shorthand penmanship seeking models for individual forms will find many perfect ones in the specimen submitted by Mrs. Peterson. It is a beautiful piece of correct formation of individual characters and unexampled for technical skill. We are happy to award the second prize of \$10.00 in cash and the engraved Gold Medal to Mrs. Peterson for her work in this contest.

Persistence Wins Third Place

Another frequent contender, heretofore found in the Honorable Mention columns, leaps to the prize-winning group this year, capturing third place—Miss Maude Haskell, of Gray's Business College, Portland, Maine. The specimen she submitted has, to my mind, a poetic kind of beauty, alive but not dashing, pretty and graceful, though not always perfect in its details. The principal fault is the extreme shallowness of *r* and *l*. *T* in *profit* is too short, also, although of proper length in other combinations. *As a matter of course, university, fair, back, who never made, they would have been*—do you not seem to catch the sheer joy of beholding the grace and beauty of their execution? The third prize of \$5.00 in cash and the engraved Silver Medal goes to Miss Haskell with our compliments.

Emblem Pen Winners

We have not classified and listed according to merit the winners of the ten specially made O. G. A. emblem fountain pens. While all of the specimens reflect highly developed skill in executional technique, each one has some peculiarity, or fault, the seriousness of which must be determined in the light of its effect upon the standard adopted for practical writing. In shorthand writing, just as in conduct or speech, mannerisms, little idiosyncrasies, tend to become more pronounced as perfect performance is striven for.

Faulty Proportion

We found this particularly true in the case of the specimen written by Miss Marie Marik, Haaren High School, New York. Here we have a specimen very well executed, but revealing the use of a very short *d* and *m*. An analysis of the specimen would seem to reveal a conscientious effort to make them that way. While the nature of *m* is such that it becomes shorter in actual writing line than *l*, it ought to occupy the same space as the distance between the crests, or ends, of the *l*. In other words, if a ruler is placed horizontally on the paper so as to touch both the beginning and the end of *l* and a line drawn across the top from the tip of the beginning of the curve to the tip of the end, we have the right length *m*. It is the curve or loop in *l* that makes the stroke longer. In *each day*, *d* is not much more than half the length of *v*, and *m* in *much more* is half the length of *b* in *to be*, and the length of *ch*. Compare *d* in *ready* with *b* just above. While some of the characters are a little too vertical and slow, this error in proportion was the fault that counted most heavily against the

TEACHERS' BLACKBOARD CONTEST

FIRST PRIZE SPECIMEN

Handwriting specimen showing cursive handwriting. The handwriting is fluid and well-formed. The signature "L.W." is at the bottom right.

MRS. LOUISE WARE

SECOND PRIZE SPECIMEN

Handwriting specimen showing cursive handwriting. The handwriting is fluid and well-formed. The signature "M.P.P." is at the bottom right.

MRS. J. P. PETERSON

THIRD PRIZE SPECIMEN

Handwriting specimen showing cursive handwriting. The handwriting is fluid and well-formed. The signature "M.H." is at the bottom right.

MAUDE S. HASKELL

specimen, because it was recognized as fundamental in its nature and likely seriously to affect the results of practical writing. These are, however, errors of judgment—they are not executional errors—and are, therefore, more easy to overcome once attention has been called to them. Miss Marik has acquired good writing technique, and can, through correction of this one point of style, unquestionably rank among the best writers in the profession.

Exaggerated Curves

Another very good specimen of notes was received from Miss Cora B. Ullom, Senior High School, Springfield, Ohio. One member of the committee voted this for third place on the strength of the life and fluency of execution. It does not have the continuity of writing of the first-prize winner, but does reflect sufficient control and dash of style to command it favorably to the eye. Miss Ullom makes the mistake of writing the curves too deep—a kind of "hoop" style—note *professor, brood, courage, imperfection, before, by this, and carefully*. A toning down of the curved strokes without loss of fluency or rhythm, is necessary for a true, artistic style, and this is our suggestion to her.

What has been said about the exaggerated depth of curves in Miss Ullom's specimen likewise applies to the specimen submitted by Miss Daisy Bell, teacher in J. Sterling Morton High School, Cicero, Illinois, and winner, last year, of the *Gregg Writer O. G. A. School Trophy*. Miss Bell is one of the most enthusiastic teachers we have ever met and one of the best. She knows how to make her students write what she wants them to write, and like it! And one of the secrets of her getting conspicuous results is her ability to go to the board and demonstrate what she wants them to make. This specimen reflects a professional style of writing, but is inclined to be too individualistic. Note particularly, the hump in *g* and *b*. *M* in *martyr* is too short, and there is too much of the rolling motion in *that they* and *that is*. Miss Bell has cultivated a fine style and there is not much that we have to offer in the way of criticism other than what has just been mentioned. The elimination of these particular faults would probably have placed the specimen higher in the list of prize winners this year, as it was accorded much favorable comment from the members of the committee because of its bold, vigorous style.

Lack of space will not permit an attempt at detailed criticism of all the prize-winning specimens, but perhaps a comment or two made by members of the contest committee as the

specimens passed in review may be helpful to those of you who are seriously intent upon perfecting your style of writing and winning higher honors in these contests.

Too Formal

Miss Martha Bowen's ability as a shorthand teacher is well known to many of us. She submitted a good specimen of notes this year. However, the writing is too vertical, and seems, therefore, to lack rhythm, continuity, or swing—call it what you will—giving the impression that each outline was designed and executed as a unit of writing in itself without relation to that which preceded or followed it—in other words the writing was too particularly done, with not enough freedom in the execution. *Brood, every day, each day, before us, happily, effort, and just* are too vertical in slant. A dash of Miss Bowen's natural exuberance to relieve the severe formality of the writing would have a tremendously pleasing effect upon an otherwise good teaching style!

Uneven Stroking

Mr. J. P. Griest, of William Penn Senior High School, York, Pennsylvania, submitted some fine professional writing, but there is excessive shading due either to the quality of the board and the kind of chalk used, or to uneven pressure on the chalk while writing. This, and a too vertical slant in some combinations, gives the copy the appearance of lack of uniformity of style. While *energetic, fair, imperfection, has said, and wisely* are among the outlines imperfectly executed because of incorrect formation, slant, or joining of vowels, other characters are very well written indeed. If the shading is due to uneven pressure on the chalk, we suggest that Mr. Griest give serious attention to overcoming it, as it detracts from the otherwise good style he has attained.

A Bit More Care Would Have "Done" It

Mr. Guy George, of Burlingame High School, Burlingame, California, can always be counted upon to submit an artistic specimen. He writes a beautiful—and highly individualistic—style. We might say that Mr. George has a style all his own—graceful and very pleasing to the eye, but not always lending itself to the exacting requirements of the analytical eye of the standard of perfection by which these specimens are measured. Lack of uniformity in slant in *brood*; disproportionate length of *p* in *accomplishment*; angular joining of circle in *has said*; large hook in *wisely*;

TEACHERS' BLACKBOARD CONTEST

Good morning class
we are here to learn
and grow and do our best
to help others and to be kind
to all who we meet
and to help others and to be kind
to all who we meet

CORA ULLOM

Good morning class
we are here to learn
and grow and do our best
to help others and to be kind
to all who we meet
and to help others and to be kind
to all who we meet

DAISY M: BELL

Good morning class
we are here to learn
and grow and do our best
to help others and to be kind
to all who we meet
and to help others and to be kind
to all who we meet

MARIE E. MARIK

Good morning class
we are here to learn
and grow and do our best
to help others and to be kind
to all who we meet
and to help others and to be kind
to all who we meet

MARTHA E. BOWEN

Good morning class
we are here to learn
and grow and do our best
to help others and to be kind
to all who we meet
and to help others and to be kind
to all who we meet

J. P. GRIEST

SPECIMENS WINNING EMBLEM PEN

lack of proportion in *let us*; peculiar slant of *p* in *profit*; and the large blend for *this* in *by this* are some of the things that met with disapproval. If after the specimen had been written, Mr. George had reviewed it critically himself, correcting such errors as the ones we have pointed out, he would most certainly have given the critics an interesting time!

Bad Luck With Photograph

Mrs. Olive P. Shepard experienced the most provoking luck in photographing her specimen! It appears to be a very artistic piece of work; but poor blackboard, improper light, and a small camera make it impossible to reproduce here. There are some faults in execution, such as a slow circle in *Trent*, flat circle in *main*, incorrect slant and length of *s* in *that is*, and improper joining of *a* in *carefully*. Mrs. Shepard has a good writing style on the whole, and we are glad to see her specimen ranked with the prize winners in this contest.

Curves Too Flat

Miss Irma Barkhausen, Beaver Dam High School, Beaver Dam, Wisconsin, writes a remarkably fine style, but, unfortunately, the photograph that she submitted does not lend itself to the analysis we must give to these specimens. While the life and rhythm of the specimen commends it very favorably to the eye, there is a tendency to flatten *r* and *l*, make *d* too nearly horizontal, and write the circles too flat. The fluency and continuity of the writing is highly commendable—to combine it with properly curved strokes would be ideal.

Poor Circle Joinings and Slant

Both Mrs. Edith R. Tatroe and Miss Martha Grant have cultivated a good style of writing. The principal criticism we have to offer on Mrs. Tatroe's specimen is the peculiarity of the circle joinings—note *reward*, *calmly*, and *carefully*. The circle should close at right angles with the stroke and should not be retraced. *D* in *ready* and *deal* is too nearly horizontal in slant, and *l* drops down at the end in *play*. While the writing appears to have been done continuously, and the style for the most part is very good, the imperfections noted appear to be fundamental and ought to be overcome.

Miss Grant's specimen reflects good control in writing individual outlines, but the specimen as a whole lacks uniformity of slant. A careful analysis of the writing after it has been placed on the board will bring these inconsistencies to light and permit of their correction.

Contest Shows Great Improvement Throughout

Some very excellent blackboard writing was performed in this contest. Much of the fluency and fine form will be lost in reproduction, unfortunately, but you may be able to get some idea of the technique and style of the originals. As many of the specimens winning Honorable Mention and certificates as we can reproduce will be criticised in detail in the *American Shorthand Teacher* next year. We are glad that teachers liked this criticism and found it helpful. Never before have we had so many specimens approaching the high degree of executive skill of the professional style as we had this year. Congratulations!

Teachers' Blackboard Contest—Honorable Mentions

*Gold Seal Certificates**

Annie O. Floodstrand, Sharon, Massachusetts
John L. Newton, Township High School, Benton, Illinois
Ethel F. Parent, Central Union High School, El Centro, California
Gertrude A. Ebel, High School, South St. Paul, Minnesota
Mrs. Grace E. Norman, Tientsin, North China
Brother Gabriel, West Philadelphia Catholic High School, Philadelphia, Pennsylvania
Melba E. Ramsdell, Thornton Academy, Saco, Maine
Perle Marie Parvis, High School, Mishawaka, Indiana
Alice G. Harvey, South High School, Omaha, Nebraska
M. Gertrude Smith, Strayer College, Washington, D. C.
Imo Horning, Abraham Lincoln High School, Council Bluffs, Iowa

Bert Leach, High School, Portsmouth, Ohio
Bernice J. Biden, School of Commerce, Stillwater, Oklahoma
W. Rude, School of Commerce, Stillwater, Oklahoma
Elizabeth M. Hogg, High School, Salem, Oregon
Mrs. Lorena Lauderbaugh, Woodbury College, Los Angeles, California
Mrs. Bernice A. Whitten, Woodbury College, Los Angeles, California
Lizzie Seegar, Cedar Creek Academy, Greeneville, Tennessee
A. L. Pearl, Acme Business College, Lansing, Michigan
L. A. Fawks, Central Business College, Kansas City, Missouri
Josephine E. Cribbins, High School, Ansonia, Connecticut
Martha S. Cagle, Strayer College, Washington, D. C.
Alta J. Day, Normal University, Normal, Illinois
C. G. Miller, Garfield Business College, Rochester, Pennsylvania

Josephine Crawley, Senior High School, New Britain, Connecticut
Frances C. Dodge, High School, Clinton, Iowa
Edna Barber, High School, Valparaiso, Nebraska
Edith A. Schrub, High School, Prairie du Chien, Wisconsin
Cora Nelson, Vocational School, Racine, Wisconsin
Jennie A. Reul, High School, Madison, Indiana

Red Seal Certificates

Mary Ferro, Community High School, Farmersville, Illinois
Ethel E. Johnson, High School, St. Charles, Minnesota
Mary H. Macklin, Bakersfield, California
Carolina Stober, Portland, Oregon
Jose Castro, Castro's Institute of Porto Rico, Santurce, Porto Rico

(Continued on page 282)

* To the teachers that won the Gold Seal Proficiency certificate in the contest, an autographed copy of Mr. Gregg's new book entitled "The Use of the Blackboard in Teaching Shorthand" was awarded as a special prize. If any of the teachers wish to purchase this book it may be had by writing to the Gregg Publishing Company direct.

TEACHERS' BLACKBOARD CONTEST

Mrs. Bessie Austin

GUY C. ROHNER

Mrs. Edith R. Tatroe

MARTHA GRANT

SPECIMENS WINNING EMBLEM PEN

D. A. Wisener, Oklahoma City, Oklahoma
 Sister Catharine Joseph, St. Charles' Convent, Amherst, Nova Scotia
 Elizabeth G. Connor, Haaren High School, New York, N. Y.
 Grace Oldham, High School, Yuma, Colorado
 B. Bargen, High School, Oxford, Kansas
 Louise Smith, High School, Burke, Idaho
 Sister M. Clarinda, St. Agnes' High School, Los Angeles, California
 Edith D. White, High School, New Prague, Minnesota

Sister M. Luca, St. Mary's High School, Carlyle, Illinois
 Mary E. Fitzgerald, Senior High School, Long Prairie, Minnesota
 Sister Marie Victoire, Academy of the Sacred Heart, Fall River, Massachusetts
 Sister M. Gregoriana, Sacred Heart High School, Gallup, New Mexico
 James D. Gilbert, Chickasha, Oklahoma
 Loreto Moyle, Office Training School, Jeannette, Pennsylvania
 Mrs. Floy L. Plaskette, Woodbury College, Los Angeles, California

Mrs. Gladys Mount, Woodbury College, Los Angeles, California
 Mrs. Fay Eaton, Woodbury College, Los Angeles, California
 Nelle Lauderbaugh, Woodbury College, Los Angeles, California
 Sister M. Justina, St. Joseph School, Peru, Illinois
 Alida W. Ackerman, Grand Rapids Commercial College, Grand Rapids, Michigan
 Nettie E. Elliott, High School, Seltzate, Massachusetts
 Evelyn Malme, High School, Georgetown, Texas



St. Louis Promotes Dake

MR. L. GILBERT DAKE, the newly appointed Supervisor of Commercial Education in St. Louis is a firm believer in *practical education*. The new supervisor brings to the field of commercial supervision a wide range of business and professional experience.

He was born and educated in northern Illinois near the shores of Lake Geneva. On graduation from high school he took a competitive examination and secured a four years' scholarship to the University of Illinois, from which he was graduated with the degree of A. B. Though coming from a family of teachers, the first year after graduation he spent as salesman in the wholesale department of A. H. Abbott & Company of Chicago. The next year he secured a position in the high school at Rockford, Illinois, where he was associated with Harry C. Spillman, now educational director of the Remington-Rand Business Service, Incorporated. It was largely through the salesmanship of Mr. Spillman that a few years later we find Mr. Dake teaching in the Commercial Department of the Jefferson High School in Portland, Oregon.



L. Gilbert Dake

After five years in Portland he went to the Technical High School in Oakland, California, to teach with R. R. Stuart, and with Mrs. Esta Ross Stuart, now recognized as one of the best if not the best teacher of Typewriting in the United States. The next move was back to St. Louis, where for fourteen years he has been a consistent and active advocate of practical education.

The new supervisor is a believer in the active participation of the commercial teacher in business pursuits. He believes that every commercial teacher should get practical training in business as well as in the technical field of teaching.

He has spent many summers and three years in actual business that led him into all fields of commercial activity. He also believes that no commercial teacher has any right just to teach and not seek at all times to secure a higher education through summer courses. His own graduate work has been secured at Illinois and at Harvard University. "Practical education demands the best teachers, and the best teachers must constantly seek to better their education and experience."

More and more teachers are seeing the wisdom of special work during the summer in one of the many professional training classes offering Normal courses. And schools from business college to large university are now giving a wide variety of instruction in both content and methods each summer. How popular summer school has grown is suggested by the lengthy Directory of Summer Schools for Teachers presented in our magazine every spring—and it represents only Commercial classes reported to us. All sections of the country are included in the 1929 list, beginning on page 286.

The Teaching of Typewriting

By Harold H. Smith

Educational Director, Gregg Publishing Company, New York City

(Continued from the March issue)

The Present Situation

A NUMBER of forces are now at work, all of which affect the classroom teacher of typewriting. These are—

(1) Publishers, who produce typewriting texts, magazines, service helps, and psychological books.

(2) Universities and teacher-training institutions, which more and more control the training of our teachers, and from which flow a steady stream of articles and theses embodying the results of research or studies on the subject. Those taking technical courses find their ideas moulded according to the dicta of the instructors conducting them.

(3) The typewriter companies furnish demonstrators and special service helps and awards planned to encourage students and office workers in using their respective machines. At least one company (Underwood) actively supports state and national contests. These stimulate interest and in the past have furnished the principal basis from which improvements in teaching have been evolved.

(4) Typewriting contests are more and more popular, and their control is rapidly passing to teachers' organizations, as a means of encouraging the professional instead of the purely commercial aspect of such events in the past.

(5) Conventions and teachers' conferences exert a large influence upon the content and methods of teaching typewriting. Speakers with and without axes to grind pour out a flood of words and ideas each year which cause the teachers attending or reading the reports to take thought.

The Problem to be Faced

With all this, we shall do well to remember that our problem has not changed essentially. We have only changed our point of view as teachers; but the student must still learn to use the machine *as a writing tool*. When we adopt the student's point of view and clarify it to him and to ourselves, we shall make better progress. We shall discover that we have to teach for

Knowledge, plus
Skill, plus
Attitudes.

The student must base his attitudes and his skill on *right ideals*, and he must be able to utilize his skill and knowledge with an abundance of *power* and *judgment*. But the principal element of the whole course must continue to be *skill*—fundamental skill and its practical applications in the form of more complex skills.

The teacher's job is to help the student acquire all these things most efficiently with a view to immediate success on the first job and to ultimate success in life.

Critical Difficulties

For the teacher the critical problems are—

(1) The choosing and securing of proper equipment, or making the best of poor equipment;

(2) The wise choice of textbooks;

(3) The adaptation of good teaching methods to specific types of courses and pupils;

(4) A discriminating evaluation of the many ideas offered in courses, at conventions, and through the pages of textbooks and various publications, such as magazines and advertising.

We shall consider these things in subsequent issues. Our aim thus far has been to set forth something of what has been done by those who have broken ground for the present development of the teaching of typewriting. We have traced the principal events for their effects upon teaching and textbooks, in the hope that we may assist those who prefer not to repeat blindly the errors of the past, or who, conversely, prefer to profit as far as possible by these same experiences.

We believe that the time is ripe for a thorough review of the teaching of typewriting as a whole as distinguished from the "piece-meal" consideration which has been common of late. In this effort we shall call in expert advice wherever it may be found—the monumental analysis of the psychology of "Learning to Typewrite" by Book; the very helpful work by Charles R. Allen on "The Instructor, the Man, and the Job," which will enable the thinking teacher to analyze and organize her teaching problems, and to choose intelligently her teaching procedures; as well as the little monograph by T. H. Pear, entitled "Skill in Work and Play."⁶

We do not underestimate the difficulties before us. The facts are not easily acquired. Pear⁷ describes the inadequacy of words to explain how playing a game feels "from the inside." This applies directly to typing where even the teacher who possesses personal skill

⁶ Book, W. F., LEARNING TO TYPEWRITE (Gregg); Allen, Charles R., THE INSTRUCTOR, THE MAN, AND THE JOB (Lippincott); Pear, T. H., SKILL IN WORK AND PLAY (Methuen).

⁷ Pear, T. H., SKILL IN WORK AND PLAY (Methuen) pp. 18-19.

finds the utmost difficulty in describing elementary kinesthetic impressions to her pupils. How much worse, then, for the teacher who has no skill and no kinesthetic impressions to describe!

Pear suggests also that many skills suffer from the lack of a ready-made terminology. He points out that in "figure skating" there has been very thorough analysis of the details of the art with an accompanying "international terminology" through which it has been spread far and wide. In lieu of this we fall back upon a subconscious acceptance of hearsay, tradition, and loose interpretation of terms already in use which have vague or manifold meanings.

In travelling up and down the country one often hears teachers quoting the speed experts on this or that phase of skill. Perhaps they have been asked a random question under circumstances requiring a brief answer. Perhaps they have merely tried to be polite and please the teacher in the hope of gaining or retaining her confidence in their particular company or product. Perhaps they have used non-technical words to explain a situation very technical as to skill. In many cases, it must be acknowledged, the experts do not know the true sources and development of their complex skills. We have yet to learn what may be accomplished

by a truly efficient method of teaching. Most of our experts have been developed by the trial-and-error method. All that can be said is that they have had a "rich muscular experience" and that they have not had a teaching experience. For this reason there is a double danger in their description of their experience and in the teacher's interpretation of it, for she lacks the experience.

Pear's little work is full of applications to our topic. Apply what he says to typing:

The first difficulty in our work has already been mentioned. While we find, with fair ease, words to describe things seen, and with rather less facility verbal garments for things heard, the wardrobe for muscular experiences is so sparsely furnished that many of these entities are inadequately clothed with costumes which are perpetually slipping from them, and others, for lack of raiment, never walk abroad at all. Nevertheless these latter exist, and though unpresented are not unpresentable. Every now and then science or art enlists a recruit who not only possesses rich muscular experience, but finds a few more words for it. These rarities are hungrily snatched by teachers, who, for the next decade, or maybe the rest of their lives, repeat the phrases which they learned when they were younger, more impressionable, and perhaps more modest. In early times, most teaching may have been of this type. But while the education of sight and hearing has reached noble heights, that of the muscular sense has usually been neglected.⁸

⁸ Pear, T. H., *SKILL IN WORK AND PLAY* (Methuen) p. 28

Steps That Must Be Taken

IT goes without saying that *real* contributions from whatever source should be welcomed. It is not for anyone to predict the particular quarter from which these new ideas may be expected. They may come from the practical typist, the teacher, the scientific investigator, or even from the student.

But discrimination is needed if we are to steer a safe course in the use of such "contributions." There are various tests that ought to be applied to all offerings, spoken and written. The following outline may serve as an aid.

How to Evaluate New Ideas as to the Nature of Skill and Teaching Methods

1. The nature of the previous experience of the contributor.

- (a) What is the extent and degree of his personal skill as a typist?
- (b) Has he put his skill to practical use? How?
- (c) Has he taught the subject? Where? How long?
- (d) If so, with what success? How judged?
- (e) What is his other background with particular reference to his ability to consider the problems which he discusses?

(f) If his contribution purports to be "research," has he had any previous experience in the research field?

2. What prompted the contribution?

- (a) A desire to discover scientific facts?
- (b) Was it mainly an ulterior purpose, such as complying with requirements for salary adjustment, college credit, or a degree;⁹ or the gaining of superficial prestige in order to attract attention? Or, was he trying to justify a "pet theory," to rationalize, if you please?

3. How thorough was the basic work from which his conclusions were drawn?

- (a) Is it a conglomeration of quotations from all and sundry sources without foundation in real experiment by the contributor?
- (b) If experiment, under whose supervision was it carried on?
- (c) Was scientific procedure followed?
- (d) Is there any evidence of "manipulation of the experiment" in order to insure certain results? (Strangely enough, such things have happened in the past in so-called scientific work!)
- (e) Does the reasoning from the published data show an appreciation of the full meaning of the facts, or is there more or less overlooking of the essential points?

⁹ The evil effects of over-emphasizing "degrees" for teachers were the subject of frank discussion by no less an authority than Dr. Frank D. Boynton, president of the Department of Superintendence, National Education Association, in the course of at least one address before zone meetings of the New York State Teachers' Association during the fall of 1928.

(f) Has the contributor applied his reasoning and conclusions in a broad way so as to consider the effects of his work upon the field as a whole? Has he shown that he grasps the *whole* situation?

4. How do the groundwork and conclusions measure up to our own experience?

(a) Can we detect any fallacy?

(b) If not, and if there is a divergence, can we modify our ideas sufficiently to fit the new ideas into the whole picture?

These are a few of the items that may be useful in evaluating the efforts of speakers and writers in our field. No experienced person would think of considering such a work apart from its producer. Nor would he judge him without taking into consideration his capacity for the task, his ability to attack it, and his skill in executing it. No attempt is made to specify here the weight to be attached to these factors, but all are pertinent as a means of determining the relative value of the many suggestions that come pouring in from every side.

We are well aware that they may be applied with equal force to these articles, and we hope they will be. We do not claim exemption from the frailties of humankind. All of us look through the colored glasses of our own experiences, or, as Browning reminded us, we look at facts with the eye "as the eye likes the look." We can only pledge ourselves to do our very best to clear up vague points, recognizing as far as we may the great limitations of the spoken and written word, especially when unaccompanied by the clarifying activities of the personality of the speaker or writer.¹⁰

The Selection of Typing Teachers

Typing teachers should be carefully selected. Without the least disrespect to the many thousands who have been "teaching" the subject, it is in keeping with the facts to acknowledge that many of them feel that their training has been inadequate. Universities and colleges are annually turning out an ever-growing throng of typing teachers. Supply has pretty well caught up with and surpassed demand. The need of the future is better, not more, instructors.

In some ways the typing teacher has a more difficult problem than the teacher of academic subjects, for she must train mind and muscle

—develop skills as well as teach facts and spread culture. Her failures are more evident than those of the academic teacher, because if she does not actually modify the conduct of her pupils to the extent of rearing a complicated structure of practical habits the pupil fails openly. The academic teacher who fails is rarely brought so clearly face to face with the fact. She does not have to prove that she has brought about concrete modification of conduct. She is not training for a "job," but for "further education."

It would not surprise us if one day it would be recognized that preparation for the efficient teaching of typewriting is more difficult and requires more time and effort than for the efficient teaching of academic subjects. No dabster or half-trained person should be entrusted with such an important task.

Typing Skill Required in Teachers

First of all, it ought to be recognized that, over and above all other general and professional qualities which distinguish good teachers of every subject, those who aspire to teach typewriting must have experienced what they expect to teach. Let us recognize the lines of demarcation between teaching, supervising, aimless wandering about the classroom, play-teaching, slave-driving, caustic criticism and nagging, or any other activity that masquerades under the cloak of "teaching." Students have known them all!

No doubt some experienced teachers who have sincerely devoted themselves to the development of a teaching routine which has produced results that seem to them to be satisfactory will question this general statement. It is apropos, therefore, to point out (1) that our present means of judging teaching efficiency in this art are so subjective and unstandardized as properly to be termed elusive. Comparisons of teaching results become purely relative and resolve themselves into matters of personal opinion and the chance juxtaposition of good or bad teaching, as the case may be; and (2) in order that there may be no misunderstanding, let us make it clear that we are not defining "the experiencing of skill" in terms of "words a minute," or copying ability. We

(Continued on page 292)

¹⁰ The dangers inherent in a too credulous attitude toward new ideas and so-called "scientific research" are not peculiar to our profession. The following quotation from the *MEDICAL RECORD*, November 22, 1919, speaks for itself:—"One point strikingly demonstrated during our military experiences was the unsatisfactory condition in which medical education in the United States found itself. . . . Those who have occupied positions that demanded the review of a large number of medical officers have expressed their surprise in finding such a high percentage of them wretchedly equipped in those fundamentals which are essential for the recognition and treatment of disease conditions. . . . But it is all-important that educators in this country recognize the direction in which we are drifting and put forth every effort to improve our methods. It is regrettable that the chief danger lurks behind the admirable title of 'scientific medicine.' Surely no one wishes to minimize in the least the many important gifts which real science has made to the advancement of medicine. But the devotees of what may be called 'pseudoscience' have confused the issues until it is high time that we call a halt and seriously consider where we are and in what direction lies the road upward."

Directory of Summer Schools for Teachers

SPECIAL COURSES in Commercial-Teacher Training will be offered this summer at the following Schools according to announcements sent us recently. This list includes all schools from whom information is now on hand. Any additional listings received before April 1 will be reported in our May issue.

Arizona

LAMSON BUSINESS COLLEGE

PRESCOTT

Shorthand, Theory and Methods: Jessie McLaughry; Typewriting, Theory and Methods: T. Owen Porter; also Advertising; Accountancy: Col. E. M. Lamson, Mrs. Flora J. Weatherford; Salesmanship: Jerome A. McAvoy June, July, and August

Col. E. M. Lamson, Director

California

ARMSTRONG COLLEGE OF BUSINESS ADMINISTRATION

BERKELEY

Shorthand and Typewriting Methods: Harold H. Smith and J. E. Armstrong; Business Methods and Office Practice: Mrs. Hunter; Salesmanship, Business English, and Business Mathematics: Mr. Oliver; Bookkeeping Methods and Job Analysis: Mr. Peterson; Junior Business Training Methods, Business Law Methods, and Accounting: Mr. Peters; Secondary Education, Education and Economics, and Educational Measurements: Dr. Day July to September

J. Evan Armstrong, Director

UNIVERSITY OF CALIFORNIA BERKELEY

Typewriting Demonstration Class and Methods: Assist. Prof. Bertha Whillock—2 units each course; Elements of Accounting, Elementary and Advanced: Prof. Forman—3-4 units each course July 1 to August 10

Harold L. Bruce, Dean

UNIVERSITY OF CALIFORNIA SOUTHERN BRANCH LOS ANGELES

Methods of Teaching Commercial Subjects, and Principles of Commercial Education: Alfred Sorensen—3 units each course; Elements of Accounting: Prof. H. S. Noble—3-4 units; Principles and Problems of Teaching Salesmanship, and Methods and Observation of Retail Selling: Monette Todd—2 units each course July 1 to August 10

Thomas M. Putnam, Dean

UNIVERSITY OF SOUTHERN CALIFORNIA LOS ANGELES

Organization and Administration of Commercial Education, and Curriculum and Methods in Secretarial Subjects: A. E. Bullock—2 units each course July 1 to August 9

Lester B. Rogers, Dean

WOODBURY COLLEGE LOS ANGELES

Teacher courses in Shorthand, Typewriting, Bookkeeping and allied subjects; Special College instruction in Higher Accountancy and Business Administration

July 9 to August 17

R. H. Whitten, Director

STATE TEACHERS COLLEGE SAN JOSE

Typewriting: Miss Ford and Miss Hoffman—3-4 units; Methods of Teaching Secretarial Students in Secondary Schools: Miss Ford and Miss Hoffman—3-4 units; Accountancy, and Methods Course: Mr. Kelley—3-4 units each course; Content and Methods for General Clerical Training: Miss Hoffman—3-4 units; Commercial Education Problems: Miss Ford—3-4 units;

June 24 to August 2

Geo. E. Freeland, Ph.D., Dean

Colorado

THE BURRE BUSINESS COLLEGE BOULDER

Gregg Shorthand, Typewriting, Secretarial Training: D. K. Burre; Accounting and Office Appliances: Nancy Matthews

Two five weeks' terms—June 17 to July 19, July 23 to August 23

D. K. Burre, Director

UNIVERSITY OF COLORADO BOULDER

Methods in Commercial Education, Beginning Stenography, Beginning and Advanced Typewriting: Claude W. Woodside

June 16 to July 20, and July 23 to August 23

Milo G. Derham, Director

UNIVERSITY OF DENVER, SCHOOL OF COMMERCE, ACCOUNTS AND FINANCE DENVER

Shorthand, Typewriting, Secretarial Practice: Mrs. B. J. Kimbrough; Business English: E. U. Bourke; Business Ethics: A. D. Kaplan

Two terms—June 17 to July 22, and July 24 to August 28

Dr. Wilbur D. Engle, Director

COLORADO STATE TEACHERS COLLEGE GREELEY

About twenty courses are offered in Commercial Education in Shorthand, Typewriting, Commercial Law, Filing, Accounting, Secretarial Science, Methods, Psychology, etc.

Two terms—June 17 to July 20, and July 22 to August 24

G. W. Frasier, President; A. O. Colvin, Head Department of Commercial Education

District of Columbia

WASHINGTON SCHOOL FOR SECRETARIES

WASHINGTON

Six weeks' course in Theory of Gregg Shorthand and Typewriting: Annie M. Hahn, and Margaret L. Miller

July 8

J. E. Palmer, Director

Georgia

HATTON BUSINESS COLLEGE ATLANTA

Theory and Practice Teaching—Gregg Shorthand, Touch Typewriting, Bookkeeping, Accounting, Commercial Law, Salesmanship: Weema Balenger and Mrs. C. K. Denke, Theory; S. P. Hatton, Methods

June 7 to August 20

S. P. Hatton, Director

DRAUGHON'S BUSINESS AND COMMERCIAL TEACHERS INSTITUTE ATLANTA

Methods and Subject Matter Courses in Gregg Shorthand, Touch Typewriting, Bookkeeping, Commercial Law, Office Training, Penmanship, etc. Also courses in Educational Psychology, Principles of Secondary Education, and Secondary Supervision and Administration

July 5 to August 16

Charles F. Hainfeld, Director

MERCER UNIVERSITY MACON

Methods and Subject Matter Courses in Gregg Shorthand, Touch Typewriting, and Accounting, and General Courses in Education: Vera Amerson

June 12 to August 20

Prof. Peyton Jacob, Director

Illinois

Gregg School CHICAGO

Shorthand teachers' diploma, including Methods of Teaching Shorthand, Typewriting, Secretarial Training, and shorthand blackboard penmanship drills: W. W. Lewis, Helen W. Evans, K. Olive Bracher, Jessie Arnold; Business teachers' diploma, including Bookkeeping, Commercial Law, Salesmanship: Perry J. Singer

Six weeks—July 1 to August 9

Henry J. Holm, Principal

**UNIVERSITY OF CHICAGO
CHICAGO**

Methods in the teaching of Typewriting and Stenography, with special reference to organization of material, laws governing acquisition of skill, teaching technique, tests and measurements: Ann Brewington. Prerequisites: A knowledge of the theory of shorthand and touch typewriting.

Two terms—June 17 to July 24, and July 25 to August 30

W. H. Spencer, Dean

WESTERN ILLINOIS STATE TEACHERS' COLLEGE

Gregg Shorthand and Typewriting: Hertha Voss; Bookkeeping, Business Administration, and Penmanship: J. A. Kirby

Two five weeks' terms—June 10 to July 19, and July 19 to August 28

Dr. W. P. Morgan, Director

**ILLINOIS STATE NORMAL UNIVERSITY
NORMAL**

Gregg Shorthand: Alta Day, first term, H. F. Admire, second term; Typewriting: H. Irene Johnson; Accounting: Arthur B. Williams, Harry F. Admire; Business Administration: Mr. Williams, Miss Kinsella

Two terms—June 10 to July 21 and July 24 to August 30

David Felmyer, President

**GEM CITY BUSINESS COLLEGE
QUINCY**

Shorthand, Typewriting, Bookkeeping, Commercial Law, Penmanship, and Mathematics

One term, starting June 3 and ending August 1

T. E. Musselman, Director

Indiana

**CENTRAL NORMAL COLLEGE
DANVILLE**

Special Methods in Commercial Subjects: Mrs. Laura C. Niswander; Office Practice: Mrs. Laura C. Niswander; Methods and Materials in Shorthand: Grace Gastino

Three terms of six weeks each—April 29 to June 6; June 10 to July 11; July 15 to August 15

Mrs. Laura C. Niswander, Director; Dr. Jonathan Bigdon, President

**LOCKYEAR'S BUSINESS COLLEGE
EVANSVILLE**

Theory and Methods of Teaching Shorthand: Thomas H. Black; Typewriting Principles and Methods: Marcia L. Gentry

One term—June 24 to August 16

Thomas H. Black, Director

**BALL TEACHERS' COLLEGE
MUNCIE**

Elementary and Advanced Gregg Shorthand; Teaching Methods in Shorthand and Typewriting offered during first term: V. H. Carmichael; Elementary and Advanced Typewriting: Esther Debra and Trella Wood

Two terms of five weeks each—June 17 to July 20, and July 22 to August 24

M. E. Studebaker, Director

**INDIANA STATE NORMAL SCHOOL
TERRE HAUTE**

Stenography: Miss Rucker, first term, Miss Laatz, second term; Typewriting: Mr. Leonard, first term, Miss Laatz and Miss Frazier, second term; Accounting: Mr. Grove and Miss Wood Two terms—June 17 and July 22

Shepherd Young, Director

Iowa

**STATE TEACHERS COLLEGE
CEDAR FALLS**

Beginning and Advanced Shorthand, Secretarial Training: Myrtle Gaffin; Beginning and Advanced Typewriting: Julia Mae Myers; Methods of Teaching Commercial Subjects, Commercial Law: R. O. Skar; Advertising, Commercial Correspondence, Business Organization, Machine Accounting: George R. Mach; Accounting and Advanced Penmanship: Harry C. Cummins; Penmanship: Miss Davis

One term of twelve weeks—June 5 to August 23

O. B. Latham, President; Ira S. Condit, Director of Commercial Education

**STATE UNIVERSITY OF IOWA
IOWA CITY**

Commercial Teaching Methods for experienced teachers; Administrative Problems in Commercial Education; Research in Commercial Education; Tests and Measurements in Commercial Education

Two sessions—June 17 to July 25, and July 29 to August 29

Dr. E. G. Blackstone, Director

**PENN SCHOOL OF COMMERCE
OSKALOOSA**

Methods in Teaching Commercial Subjects: Mary Dusenberry; Methods in Teaching Bookkeeping: H. D. Proffitt Ten weeks—June 10 to August 17

H. D. Proffitt, Director

Kansas

**KANSAS STATE TEACHERS COLLEGE
EMPORIA**

Gregg Shorthand, Typewriting and Secretarial Training: Mrs. Mabel K. Burg

Eight weeks—May 30 to July 26

A. J. Park, Director Commercial Education

**STATE TEACHERS COLLEGE
PITTSBURG**

Beginning and Advanced Shorthand, Secretarial Training: Willa M. Dush; Typewriting: Mrs. Ellen Matthews

Nine weeks—May 27

W. S. Lyerla, Head of Department

Kentucky

**BOWLING GREEN BUSINESS UNIVERSITY
BOWLING GREEN**

Methods in Shorthand and Typewriting: D. D. Lessenberry; Methods in Bookkeeping: Clyde E. Rowe; Methods in Penmanship: W. L. Hall

Two terms—June 10 to July 13, and July 15 to August 24

J. L. Harman, Director

Maryland

**BALTIMORE BUSINESS COLLEGE
BALTIMORE**

Courses in Gregg Shorthand, Touch Typewriting, Bookkeeping, and other commercial subjects. Also courses in Special Methods in Commercial Teaching, Secondary Education, and Educational Psychology (in conjunction with Johns Hopkins University)

June 24 to August 2

E. H. Norman, Director

**JOHNS HOPKINS UNIVERSITY,
COLLEGE FOR TEACHERS
BALTIMORE (HOMEWOOD)**

Teaching of Gregg Shorthand, Typewriting, and Bookkeeping in Secondary Schools. Commercial Education in Secondary Schools: Clyde B. Edgeworth and Mrs. Frances Dowd North

July 1 to August 9

Edward F. Buchner, Director

Massachusetts

**BOSTON UNIVERSITY SUMMER
BOSTON SESSION**

Elementary Gregg Shorthand, and Teaching Methods in Gregg Shorthand; Prof. Walt H. Mechler; Teaching Methods in Typewriting: Mrs. Velma R. Rich; Methods of Teaching Bookkeeping in Secondary Schools: Prof. Atlee L. Percy (Many Education courses for teachers in all subjects)

July 8 to August 17, 1929

Dr. Alexander H. Rice, Director

**BRYANT & STRATTON COMMERCIAL
SCHOOL**

BOSTON

Regular courses in Gregg Shorthand, Typewriting, Bookkeeping, and all other commercial subjects

Six weeks—July 8

J. W. Blaisdell, Director

**BURDETT COLLEGE
BOSTON**

Courses in Gregg Shorthand, Typewriting, Bookkeeping, and all other commercial subjects

Eight weeks—July 1

H. B. Wells, Director

**SIMMONS COLLEGE
BOSTON**

Courses in Methods of Teaching and in the subject matter of practically all commercial subjects, including Accounts, Gregg Shorthand, and Typewriting

Six weeks—Opening date July 1, 1929

Dr. Edward H. Eldridge, Director

**HARVARD UNIVERSITY, GRADUATE
SCHOOL OF EDUCATION
CAMBRIDGE**

Course SH1. Principles of Vocational Education: Fred C. Smith; SH11. High School Commercial Curriculum, and SH12. Organization and Supervision of Commercial Education: Associate Professor Frederick G. Nichols; SH13. Improvement of Instruction in Bookkeeping, Junior Business Training, Business Arithmetic, and Business Writing: E. A. Zelliot, Roosevelt High School, Des Moines, Iowa; SK1.

Principles of Vocational Guidance: Dr. F. J. Keller, East Side Continuation School, New York City
Six weeks—July 8
Prof. F. G. Nichols, Director

BAY PATH INSTITUTE SPRINGFIELD

Courses in Methods and Subject Matter in Bookkeeping, Accounting, Gregg Shorthand, Typewriting, Arithmetic, English, Commercial Law, and Psychology
July 1 to August 9, 1929
C. F. Gaugh, Director

Michigan

THE BUSINESS INSTITUTE DETROIT

Gregg Shorthand and Typewriting: Anne Mitchell (Full credit given on the Michigan State Life Certificate Course)
Summer term begins July 8
A. F. Tull, President

WESTERN STATE TEACHERS COLLEGE KALAMAZOO

Beginning and Advanced Shorthand and Typewriting: Bertha M. Leighton; General Methods of Commercial Teaching, and Business Correspondence: Emma Watson; Problems in Secondary Commercial Education, and Beginning Accounting: E. D. Pennell
June 24 to August 2
D. B. Waldo, President; E. D. Pennell, Director; Commercial Teacher-training Courses

Minnesota

COLLEGIATE BUSINESS INSTITUTE, INC. MINNEAPOLIS

Beginning and Advanced Shorthand, Shorthand Teaching Methods, Shorthand Practice Teaching: Mabel Greenwald; Beginning and Advanced Typewriting, Typewriting Practice Teaching: Hazel E. Schmidt; Elementary and Advanced Bookkeeping, Bookkeeping Methods, Bookkeeping Practice Teaching: Claire E. Sheldon
Three months—June 17 to September 20 (Special arrangements allow those having schools opening September 1 to finish at that time)
Katherine E. Schwirtz, Director

MINNEAPOLIS BUSINESS COLLEGE MINNEAPOLIS

Beginning, review and advanced courses in commercial subjects: Miss G. Gunderson

Beginning date June 10

J. H. Mosher, President

RASMUSSEN PRACTICAL BUSINESS SCHOOL ST. PAUL

Normal courses in Business and Shorthand: Walter E. Kamprath and Emma Nelson
Course offered during June, July and August
Walter Rasmussen, Director

TWIN CITY BUSINESS UNIVERSITY ST. PAUL

Normal courses in all commercial subjects to qualify for teaching—Shorthand and Business English: W. C.

Stephens; Typewriting: Mae Estebo; Bookkeeping and Commercial Law: Burton A. Cable
Two terms of six weeks each—June 10 to July 19, and July 22 to August 30
Burton A. Cable, Director

Missouri

SOUTHEAST MISSOURI STATE TEACHERS COLLEGE CAPE GIRARDEAU

Beginning and Advanced Typewriting: Mrs. Garrett
One term—May 28 to August 2
Joseph A. Serena, President

NORTHEAST MISSOURI STATE TEACHERS COLLEGE KIRKSVILLE

Regular courses embracing theory and advanced instruction in Gregg Shorthand, Typewriting, Penmanship, Accounting, Commerce, Industry and Office appliances
May 31 to August 7
Eugene Fair, President

STATE TEACHERS COLLEGE SPRINGFIELD

Methods in Shorthand, Typewriting, and related commercial subjects: Mrs. Ruth T. Gibson; Methods in Accounting, Commercial Law, and related commercial subjects: J. D. Delp
One term of ten weeks—June 3 to August 7
J. D. Delp, Head of Department of Commerce

CENTRAL MISSOURI STATE TEACHERS COLLEGE WARRENSBURG

Elementary and Advanced Shorthand and Typewriting: Myrtle Downs and Winifred Weatherman; Accounting: Clay J. Anderson and Jacob Sir; Economics: W. E. Morrow and Clay J. Anderson; and Methods of Teaching Commercial Subjects
One term of ten weeks—May 28 to August 1
Dr. E. L. Hendricks, President

Nebraska

NEBRASKA STATE NORMAL COLLEGE CHADRON

Elementary Shorthand and Typewriting: Agnes Erickson; Bookkeeping and Accounting: Myra L. Clark; Also instruction in Business Correspondence, Commercial Arithmetic, Salesmanship, and Penmanship Methods
Two terms—June 7 to July 17, and July 18 to August 23
Robert I. Elliott, President

NEBRASKA STATE NORMAL SCHOOL AND TEACHERS COLLEGE KEARNEY

Beginning and Advanced courses in Gregg Shorthand, and Penmanship: J. H. Hale; Beginning and Advanced Typewriting, and Penmanship: E. C. Sutton; Bookkeeping and Accounting, Commercial Law: Charles Apel
Two terms of six weeks each—June 3 to July 12, and July 15 to August 23

Geo. E. Martin, President; Charles Apel, Head of Commercial Education

LINCOLN SCHOOL OF COMMERCE LINCOLN

Elementary and Advanced Gregg Shorthand: Gertrude Beers, Head teacher; Beginning and Advanced Typewriting: Trilla F. Gardner, Head teacher; Bookkeeping: W. M. Bryant, Head teacher

Twelve weeks—June 3 to August 23
T. A. Blakeslee, President; W. A. Robbins, Business Manager

UNIVERSITY OF NEBRASKA LINCOLN

Special Methods in Teaching Shorthand: Gertrude Beers; Special Methods in Teaching Typewriting: Luvicy Hill
June 10 to August 8
R. D. Moritz, Director

PERU STATE TEACHERS COLLEGE PERU

Teacher-training courses in Gregg Shorthand, Typewriting, Accounting, Penmanship
Two six-weeks terms—June 10 to July 17, and July 18 to August 23
W. R. Pate, President

New Jersey

LEMASTER INSTITUTE ASBURY PARK

Courses in Gregg Shorthand, Touch Typewriting, Bookkeeping, Accountancy, Business Organization and Administration, Secretarial Training, etc.
July 1 to September 6
Walter P. Steinhaeuser, Litt. D., Director

RUTGERS UNIVERSITY NEW BRUNSWICK

Methods of Teaching Gregg Shorthand, Typewriting, Bookkeeping, Business Correspondence, Junior Business Training; Tests and Measurements in Business Education: Louis A. Rice, Elizabeth Baker and Mr. Einolf
June 24 to August 2
C. E. Partch, Director

RIDER COLLEGE TRENTON

Methods and Subject Matter in Gregg Shorthand, Touch Typewriting, Bookkeeping, Secretarial Duties, etc.; Problems of Secondary Education
June 24 to August 16
John E. Gill, Dean

New York

NEW YORK STATE COLLEGE FOR TEACHERS ALBANY

Methods and Subject Matter in Gregg Shorthand, Touch Typewriting, Bookkeeping, Commercial Law, etc.; Principles and Problems in Commercial Education: George M. York
July 8 to August 18
W. C. Decker, Director

UNIVERSITY OF BUFFALO BUFFALO

Methods and Subject Matter in Gregg Shorthand, Touch Typewriting, Bookkeeping, Elementary Business Training; Juvenile Caseman and H. L. Woodward

July 1 to August 9
Dr. Clarence H. Thurber, Director

**COLUMBIA UNIVERSITY
NEW YORK CITY**

Courses in Gregg Shorthand—sl. Elementary: Rollinson (4); sl2. Intermediate: Wright (4); sl3. Advanced: Macdonald (4); sl4. Executive Technique of Shorthand: Rollinson (½). Courses in Typewriting—sl. Elementary: Harned; Rollinson (2); sl2A. Intermediate (transcription of notes): Bryant, Wright (1); sl2B. Intermediate: Bryant, Wright (1). Courses for Teachers and Supervisors of Commercial Subjects—sl59E. Curriculum making for commercial courses in secondary schools: E. W. Barnhart (2); sl60E. Methods for commercial subjects: E. W. Barnhart (2); sl59G. Supervision of commercial education: Kirk (2); sl60H. Teaching of elementary business training: Kirk (2); sl59E. Teaching shorthand: F. S. Barnhart (2); sl59F. Demonstration class in elementary Gregg Shorthand: F. S. Barnhart (2); sl60E. Teaching typewriting: Stuart (2); sl60F. Demonstration class in elementary typewriting: Stuart (2).

July 8 to August 16

Prof. John J. Coss, Director

**NEW YORK UNIVERSITY
NEW YORK CITY**

Course S132.53. The Teaching of Gregg Shorthand: Mr. Walsh (2) CE*E—designed to meet the needs of two classes of people: (a) prospective candidates for positions, who possess a knowledge of the theory of Gregg Shorthand, and (b) teachers of Gregg Shorthand who wish to improve the quality of their instruction.

S132.57. The Teaching of Typewriting: Miss Loyer (2) E*E—Open only to teachers and prospective teachers who have already acquired the technique of typewriting.

S132.45-48. Principles of Education Applied to Commercial Education: Professor Lomax and Dr. Tonne (4) CE*E

S132.49-50. The Teaching of Elementary Business Training: Mr. Haynes (4) E*E

S132.51-52. Methods of Teaching Bookkeeping and Business Practice: Mr. Wallace (4) CE*E

S132.55-56. Methods of Teaching Advanced Bookkeeping, Accounting, Business Law, and Economics: Mr. Wallace (4) CE*E

S132.59-60. Research Studies in Commercial Education: Professor Lomax and Dr. Tonne (4) E*E

S132.90. Tests and Measurements in Commercial Education: Professor Lomax (2) E*E

July 1 to August 1

Milton E. Loomis, Director

**SYRACUSE UNIVERSITY
SYRACUSE**

Methods of Teaching Gregg Shorthand, Touch Typewriting, Bookkeeping, Accounting, Commercial Arithmetic, and Office Practice.

July 2 to August 9, and August 12 to September 13

Dr. Ernest Reed, Director

North Dakota

UNIVERSITY OF NORTH DAKOTA
GRAND FORKS

Shorthand, Typewriting, and Special Methods and Teaching in Commercial Subjects: Alice G. Richardson

One term—June 17 to August 9

Dean J. V. Breitweiser, Director

**STATE TEACHERS COLLEGE
VALLEY CITY**

Shorthand and Typewriting: Gladys L. Munro; Bookkeeping, Penmanship, Methods: B. Entwistle

One term—June 17 to August 30

Dr. C. E. Allen, President

Ohio

**OHIO NORTHERN UNIVERSITY
ADA**

Methods in Gregg Shorthand and Typewriting: Ethel Elliott; Methods in Bookkeeping: E. E. Long

One term—June 3 to July 12

E. E. Long, Director

**OHIO UNIVERSITY
ATHENS**

Beginning Shorthand and Typewriting: Miss Johnston; Introductory and Advanced Accounting: Mr. Fenzl and Mr. Kimball

One term—June 17 to August 16

Elmer Burritt Bryan, President; C. M. Copeland, Director, School of Commerce; Frank S. Salisbury, Director of Teacher Training

**BLISS COLLEGE
COLUMBUS**

High School Normal Course: A. L. Allyn; Theory and Teaching of Gregg Shorthand: George L. Gebhardt

One term—Opens June 10, continuing eleven weeks

George L. Gebhardt, Director

**OFFICE TRAINING SCHOOL
COLUMBUS**

Educational Psychology, Introduction to Education, Commercial Methods: Mrs. Victor Geiger; Principles of Teaching and School Management: H. C. St. Clair; Principles of Business, Economics, Salesmanship: J. P. Patterson; Regular courses offered in commercial subjects

Two terms—June 3 to July 12, and July 12 to August 23

H. C. St. Clair, Director

Oklahoma

**OKLAHOMA AGRICULTURAL AND
MECHANICAL COLLEGE
STILLWATER**

Beginning and Advanced Shorthand and Typewriting, and Methods of Teaching Shorthand: Bernice Riden and W. Rude; Accounting and Business Law: Mr. McCowan

Two sessions—May 29 to July 27; August 3 to August 31

Dr. Herbert Patterson, Director

Oregon

**OREGON STATE AGRICULTURAL
COLLEGE
CORVALLIS**

Shorthand: Mrs. Minnie D. Frick (3); Typewriting: Mrs. Kathleen Meloy Laughlin and Harold H. Smith (3); Accountancy: F. L. Robinson (3)

June 17 to July 26

M. Ellwood Smith, Dean

**NORTHWESTERN SCHOOL OF COM-
MERCE
PORTLAND**

Shorthand: Mrs. Esther A. Short; Typewriting: A. L. deBlumer and Katherine Stein; Accountancy: J. F. Caskey

Two terms, six or ten weeks each—beginning May 20 and June 17

Charles F. Walker, Director

Pennsylvania

**GROVE CITY COLLEGE
GROVE CITY**

Methods of Teaching Gregg Shorthand, Touch Typewriting, and Bookkeeping; Principles and Methods of Commercial Education

June 21 to August 3

W. C. Ketler, Director

**STATE NORMAL SCHOOL
INDIANA**

Methods and Subject Matter in Gregg Shorthand, Touch Typewriting, Bookkeeping, Commercial Geography, etc.; Commercial Tests and Measurements

June 24 to August 3

G. G. Hill, Director

**PEIRCE SCHOOL OF BUSINESS
ADMINISTRATION
PHILADELPHIA**

Methods and Subject Matter in Gregg Shorthand, Touch Typewriting, Bookkeeping, and other commercial subjects

July 1 to August 9

Louis B. Moffett, Summer School Director; J. A. Luman, Director of Courses

**THE TAYLOR SCHOOL
PHILADELPHIA**

Theory and Methods in Gregg Shorthand, Touch Typewriting, Bookkeeping, Office Practice: Nina A. Leonard and Fernin H. Q. Taylor

July 8 to August 16

Freeman P. Taylor, Director

**MARYWOOD COLLEGE
SCRANTON**

Theory and Methods in Gregg Shorthand, Touch Typewriting, Commercial Law, Bookkeeping, etc.

June 22 to August 4

Sister M. Immaculata, Director

Rhode Island

**BRYANT-STRATTON COLLEGE OF
BUSINESS ADMINISTRATION
PROVIDENCE**

Course in Methods and Subject Matter in Shorthand, Typewriting, Penmanship, Indexing and Filing, English, and Bookkeeping

June 28 to August 15, 1929

Harry Loeb Jacobs, Director

South Carolina

**UNIVERSITY OF SOUTH CAROLINA
UNIVERSITY**

Courses in Gregg Shorthand, Touch Typewriting, and Economics: Prof. George E. Olson and Prof. George McCutchen

June 18 to August 15

J. A. Stoddard, Director

South Dakota

**NORTHERN STATE TEACHERS COL-
LEGE
ABERDEEN**

Beginning and Advanced Shorthand: Etha Burnham

One term—Opens June 10

Dr. David Allen Anderson, President

Texas**SUL ROSS STATE TEACHERS COLLEGE
ALPINE**

Elementary, Advanced and Methods Courses in Gregg Shorthand: P. M. Penrod

Two six weeks' terms—June 4 to August 23

H. W. Morelock, President

**WEST TEXAS STATE TEACHERS COLLEGE
CANYON**

Shorthand, Typewriting, Bookkeeping, and Business Law: Mrs. Taylor and Mr. Jennings

Two terms—June 5 to July 13; July 15 to August 23

J. A. Hill, President

**EAST TEXAS STATE TEACHERS COLLEGE
COMMERCE**

Principles and Methods in Commercial Education: Mrs. Stella Draper

July 15 to August 23

S. H. Whitley, President

**UNIVERSITY OF TEXAS
AUSTIN**

Shorthand, first course six semester hours, first term. Shorthand, second course six semester hours, second term

June 4 to July 15, and July 15 to August 26

Dr. Frederick Eby, Director

**NORTH TEXAS STATE TEACHERS COLLEGE
DENTON**

Principles and Methods of Commercial Teaching: A. A. Miller; Teaching of Penmanship: W. A. Larimer

Two terms of six weeks each—June 3 to July 13, and July 15 to August 24

A. A. Miller, Director

**STEPHEN F. AUSTIN STATE TEACHERS COLLEGE
NACOGDOCHES**

Elementary and Advanced Shorthand: M. Jessie Hickman and Frances Wilson; Accounting: J. H. Wisely; Methods of Teaching Commercial Subjects: M. Jessie Hickman

Two summer terms—June 5 to July 20, and July 22 to August 30

A. W. Birdwell, President

**SOUTHWEST TEXAS STATE TEACHERS COLLEGE
SAN MARCOS**

The Teaching of Commercial Subjects: C. E. Chamberlin

One term—June 3 to July 13

C. E. Evans, President; H. L. Kidd, Registrar

Utah**UTAH AGRICULTURAL COLLEGE
LOGAN**

Content courses in Shorthand and Typewriting: Thelma Fogelberg (5 credits for Shorthand—double course—1 credit for typewriting); Content course in Accountancy: Prof. F. E. Peterson; Salesmanship: R. M. Rutledge; Lecture course in Merchandising: Dr. W. D. Moriarity

June 10 to July 19

James H. Linford, Dean

Vermont**UNIVERSITY OF VERMONT SUMMER SESSION
BURLINGTON**

Subject matter courses in Business Correspondence, Typewriting, and Secretarial Methods: Gennette C. Davis

July 5 to August 14

Prof. Bennett C. Douglass, Director

Virginia**UNIVERSITY OF VIRGINIA
CHARLOTTESVILLE**

Theory and Methods Courses in Gregg Shorthand, Touch Typewriting, and Bookkeeping: Messrs. Grimes and Kanady

June 17 to August 31

Dean Charles G. Maphis, Director

Washington**HALL SCHOOL OF COMMERCE
SEATTLE**

Content and Methods in Shorthand: Garnett R. Hall; Content and Methods in Typewriting: Rose Streiff; Content and Methods in Accountancy: Clarence Akerstrom; Advertising: Helen Gragg

June 17 to July 27

Garnett R. Hall, President

**UNIVERSITY OF WASHINGTON
SEATTLE**

Content and Methods Courses in Shorthand and Typewriting for credit: F. H. Hamack; Principles of Accounting: Frank C. Van de Walker (credits); Advertising and Marketing: Chester F. Lay, Homer E. Gregory, Henry A. Burd (credits)

Two terms—June 19 to July 25; July 26 to August 29

Henry A. Burd, Dean

**WILSON'S MODERN BUSINESS COLLEGE
SEATTLE**

Regular Content Courses and Methods of Teaching Shorthand, Typewriting, Accountancy, and Salesmanship

June to September

J. P. Wilson, Director

**KNAPP'S MODERN BUSINESS COLLEGE
TACOMA**

Content Courses in Shorthand: Jessie Knapp, Ann Pursey, Blanche Lucas; Shorthand Methods: Ann Pursey; Content Course in Typewriting: Mabel S. Sellers; Content Course in Accountancy: W. J. Lansing and Margaret McDonald; Accountancy Methods: W. J. Lansing; Salesmanship: W. M. Knapp

W. M. Knapp, Director

Wisconsin**MADISON COLLEGE
MADISON**

Teaching Methods for Commercial Subjects; Beginning and Advanced Shorthand, Typewriting, and Commercial Subjects: E. M. Douglas, Stella Loshek, Mrs. Catherine Guess, and Ann Junginger

June 17 to August 16

E. M. Douglas, Director

**OSHKOSH BUSINESS COLLEGE
OSHKOSH**

Teacher-training in Stenography: Mrs. Florence Kripene; Teacher-training in Bookkeeping: Oscar Richard; Teacher-training in Accounting and Auditing: F. M. Uder

June 10 to August 16

W. C. Springate, President

**STATE TEACHERS COLLEGE
WHITEWATER**

Content practice, including Methods in Teaching Commercial Subjects—Beginning and Advanced Shorthand: Miss Bisbee; Typewriting: Miss Hamilton; also Educational and Vocational Guidance

One Session—June 17 to July 26

F. S. Hyer, President; C. M. Yoder, Supervisor Commercial Education

Wyoming**UNIVERSITY OF WYOMING
LARAMIE**

Teacher-training courses in Gregg Shorthand, Typewriting, Bookkeeping and Elementary Accounting: Ralph E. Berry, Head Instructor

Two terms—June 17 to July 24, and July 25 to August 30

C. R. Maxwell, Director

"The art of teaching is the inspiring and patient leading of pupils into active and independent study, learning, thinking and doing, by arousing and directing those activities which result in the attainment of knowledge, power, skill and refinement. It is also the awakening and enkindling of the most worthy ambition 'to achieve' the highest and finest things in life by honest toil and effort. The teacher who does these things is successful."

—E. R. ROBERTS, *Commercial Department*
Bryan Street High School, Dallas, Texas

EDITORIAL COMMENT

ON SUNDRY TOPICS

Inter-Department House Organs

BUSINESS firms have appreciated for a long time the value of an inter-department house organ. Large city commercial education departments are finding that its usefulness is not restricted to business firms. They, too, are employing it effectively in maintaining a high morale, in raising standards of work, and in welding the thought and activities of every member of their commercial faculties into a unified, purposeful program for better business training.

Recently we received from Des Moines, Iowa, a copy of the *Business Education Notebook*, an inter-department publication issued by the Department of Business Education of the Des Moines Public Schools, Clay D. Slinker, director. The issue sent us is composed of three mimeographed pages punched for a looseleaf binder. The copy is single spaced and attractively placed on the page. The mimeographing, doubtless, forms a practical project for the advanced students.

We quote the following interesting item from the *Notebook's* pages:

Twenty-five per cent of all the people in the forty-eight United States of America are now attending school. This does not include the thousands who are enrolled only in correspondence courses. It includes those actually in schools and colleges. This probably means that a greater portion of our population is in school than was ever known before in the history of this country. Certainly no such record was ever known in any other country.

With this great school enrollment has come a greater consideration of the social significance of education. Educational leaders in this country are more concerned than ever before as to the connections between the educational process and the social process. In judging education, emphasis is placed on the uses to which the knowledge, attitudes, abilities, and skills acquired can be put in actual life situations. In other words, with one-fourth of our population in school, we are forced to a serious consideration of the practical purposes which education must serve.

The notion that education is a process for the building of a sort of educational aristocracy is a thing of the past, and the educational leader who holds to the philosophy that the school should weed out the less apt and specialize on the more brilliant pupils is, like the American Indian and the buffalo, a *rara avis* and a member of a rapidly disappearing race. Statements of aims and objectives in curricula today generally evidence acceptance of responsibility for vocational training.

With our tremendous school attendance and this evidence of the acceptance of a responsibility for training for business vocations, should come a greater social service through a more understanding system of guidance, placement, and follow-up. From force of circumstances more than half of the boys and girls now in the high schools will eventually be engaged in some

form of commercial activity. This fact alone indicates the opportunity for a vital social service through wise counseling and direction of those who are to become commercial workers.

Probably the most important first step is to provide a general business subject matter course containing informational material on the various forms of business service and providing practice material in business forms all must use whether commercially, professionally, or domestically engaged. Such a course will serve not only as a business intelligence training

Please Correct Page 220 of Your February Number

Due to an unfortunate error on our part, the preparation of the bibliography of commercial education that was printed in the February issue was credited to Miss Eva M. Jessup of Los Angeles. This bibliography was prepared by Mr. Albert E. Bullock, Supervisor of Commercial Education in the Los Angeles Schools, and through the kindness of Miss Jessup, the Assistant Supervisor, we received a copy for publication.

Both Mr. Bullock and Miss Jessup are engaged in one of the most important and largest pieces of commercial education work in the country today. They are responsible for the training of the future business men and women of probably the fastest-growing metropolis in the world. Commercial educators throughout the country will find it much worth their while to keep in close touch with the doings of these two experts.

—Editor.

for any pupil, regardless of future training or occupation, but will be valuable as a broadening and finding course, thus adding a valuable social service to the education program.

From the social service point of view it is important that commercial educators sense the responsibility for guidance of pupils into lines of work for which they seem best adapted. This suggests activities planned for:

1. The discovery of aptitudes favorable to success in some specific business activity.
2. Directing the training so as to prepare the pupil for work in the field in which he seems most likely, because of his traits and abilities, to succeed.
3. A teaching for complete mastery of essentials—not for passing grades, which frequently leads simply to the get-by attitude.
4. The discovery of ways of developing traits desired in business service.
5. A training in recognition of and in harmony with the Seven Cardinal Principles of Secondary Education, and providing for appropriate and effective activities to uphold the doctrine of training for health, for home membership, for social efficiency, for intelligent performance of civic responsibilities, for a vocation and vocational efficiency, for a profitable use of leisure, and for ethical character.

Limitation of space here prohibits a discussion of each of the cardinal principles from the standpoint of commercial education; but each commercial teacher should accept and weave into his own life philosophy the intent of these principles that they may become the ever-present concomitants which, while not the obvious, are still the ever-essential parts of instruction and learning. Just as commerce is a social service, so commercial training must be in its most earnest sense a social training. Furthermore, ethical character training is an essential concomitant of training for business.

We extend a cordial invitation to directors and supervisors to send us copies of other commercial inter-department house organs.

An Apostle of Cooperation

*I*N saying Good-by to his host of professional friends on the Pacific Coast, the Hon. William John Cooper, recently appointed U. S. Commissioner of Education, wrote the following letter to the Pacific Coast representatives of the Gregg Publishing Company and certain other publishing houses:

To say "Good-by" to each of you and to express my appreciation for the high ethical standards which have governed your relationships with the State office. It is my ideal that the representatives of the textbook publishing houses be of such ability and training and conduct their business on such a high level that they may always be regarded as professional colleagues by the ablest men and women in school work. It has been my pleasure to enjoy a personal friendship with probably more of you than has been the case of any of my predecessors in office. These personal friendships, which I may truthfully say have never been imposed upon or taken advantage of by you,

are very greatly appreciated and will stand out in my memory as bright spots in my California experience.

With best wishes, I am,

Very sincerely yours,
(Signed) Wm. John Cooper,
Superintendent of Public Instruction,
(State of California)

This cordial and sincere expression from Doctor Cooper is a merited recognition of the essential friendly relationship that should exist between educators and publishers. Textbook problems will be solved when authors, publishers, and those educational officials charged with the selection of texts are motivated solely by that same unselfish desire to serve that actuates every true teacher. Doctor Cooper is one of many state and city superintendents of schools throughout the country who are co-operating constructively with textbook companies in the endeavor to give the student the most appropriate text that brain and money can produce.

We wish Doctor Cooper continued success in the new and larger field of education which the nation has entrusted to him for intensive cultivation.



Teaching of Typewriting

(Continued from page 285)

are thinking of typing as a skill composed of many skills, and applied as so many different practical skills, any one of which and all of which represent acquired human experience which obviously cannot be transmitted to a learner if it is not within the experience of the teacher.

The teacher must direct the learning process or she is in some degree failing to fulfil the expressed and implied conditions of the bond which exists between her and her students.

Such a point of view demands that the candidates for training as teachers of typewriting and those who already are invested with such responsibilities should have or acquire personal experience in every detail of fundamental and practical skills they expect to teach. How highly these skills should be developed is still a matter of opinion. Our present need, and the outstanding hope for improvement, rests upon our recognizing the basic necessity.

Our Students Must be "Trained for the Job"

It is true that many typists having little skill with the machine find employment where initiative, application, willingness, etc., counterbalance their lack of skill. In such cases, they succeed in spite of, not because of, their

(Continued on page 297)

CONVENTIONS

Third Convention of the

Business Education Association of California

Los Angeles, California, January 19, 1929

Report by Frances Effinger-Raymond

WITH the intent of coördinating publicity and maintaining high standards in their schools, the private business schools of California organized The Business Educators Association of California in 1927. The Association holds semi-annual meetings, in January and July.

The first session for 1929 was held at Woodbury College, Los Angeles, January 19-20. The all-day program on the 19th was planned to create a better understanding between school men, and keener vision of the work of the private commercial schools both as to preparation for specific objectives and for the realization of the biggest values of life. The general and departmental sessions were attended by fully two hundred school managers and teachers.

There was a meeting of owners only at Woodbury College, at nine o'clock Sunday morning, January 20.

Saturday's Program

- 9:30 Registration of Delegates
*Secretary-Treasurer, T. B. Bridges,
Heald College, Oakland*
- 10:00 Reading of the Minutes and Treasurer's Report
- 10:15 President's Message—*J. Evan Armstrong,
Armstrong College, Berkeley*
- 10:45 Election of Officers for the coming year
- 11:00-11:40 Speeches by Los Angeles Business Men
- 12:15 Luncheon
Speaker—*Bruce A. Findlay, Personnel Director,
Broadway Department Store*
- 2:00 Afternoon meeting divided into four discussion groups

*General Chairman—Mr. John Humphreys,
College of Commerce, Stockton*

I—Owners Discussion Group
Chairman—*T. B. Bridges, Heald College, Oakland*
Vice-Chairman—*J. J. Schumacher, Southwestern University, Los Angeles*

- II—Shorthand Discussion Group
Chairman—*C. W. Kitt, Sawyer School of Business,
Los Angeles. Speaker—Frances Effinger-Raymond*
- III—Bookkeeping and Accounting Discussion Group
Chairman—*W. H. Howland, Woodbury College, Los Angeles*
Vice-Chairman—*M. R. Roberts, Mackay Business College, Los Angeles*
- IV—Typewriting Discussion Group
Leaders—*Elizabeth Starbuck Adams and Walter White*
- 6:30 Banquet at the University Club, as guests of The Gregg Publishing Company. Toastmaster—*Elliott M. Smith, Munson School, San Francisco.* Speaker of the Evening—*Lieutenant Governor H. L. Garnahan*

The Banquet

Responsibility for the Banquet at the University Club was placed on the competent shoulders of a man who knows how—W. O. Anderson, president of Sawyer School of Business—with the result that a perfect dinner was served at small tables decorated with the gorgeous flowers of the sunny Southland. The guests were seated in the attractive dining room so they could see and hear the speakers; the program was one that interested and amused; the guests left reluctantly and with the gracious courtesy of friends who had enjoyed the hospitality of a host in his own home. The appreciation shown the real host of the evening, Mr. John Robert Gregg, when his representative read his nightletter, began with a five-minute outburst of applause and ended by each of the two hundred guests shaking hands with Mrs. Raymond, and expressing a personal "thank you" for an evening of rare pleasure. Mr. Gregg wired the Association:

Please convey my cordial and fraternal greetings to the members of the California Business College Owners Association. The private business schools

started commercial education on its way and have enabled countless thousands of young people to become economically independent, which is the very essence of good citizenship. The future is bright with promise for still greater progress in practical education. Hearty good wishes for most successful meeting.

The officers for 1929 are John R. Humphreys, *President*, Stockton; R. H. Whitten,

Vice-President, Los Angeles; Elliott M. Smith, *Vice-President*, San Francisco; Mrs. Lee Rutherford, *Vice-President*, Los Angeles; T. B. Bridges, *Secretary-Treasurer*, Oakland.

The next meeting of the Association will be in July at the Munson School, San Francisco.

Oklahoma State Education Association

Commercial Section

Oklahoma City, February 7, 8, 9, 1929

Chairman, K. B. Cornell, Director, School of Commerce, State Teachers' College, Weatherford

*A*N appropriate address of welcome was given the 250 commercial teachers present at the opening session by John M. Hill, president of Hill's Business College, where the meeting took place.

THE DIRECT METHOD OF TEACHING SHORTHAND—Miss Leona Dale Hulet, Hill's Business College, Oklahoma City. Shorthand should be taken out of the science field and taught as a language. Possibly the traditional method of teaching is the best, but other methods should be tried. The most efficient stenographer is the one who can most skillfully execute a large picture gallery of outlines. Use Horn's 1,000 word list, then the 2,000, passing on to the 5,000 and 10,000.

DEMONSTRATION AND DISCUSSION OF METHOD IN TYPEWRITING—Harold H. Smith, Gregg Publishing Company, New York City. With the coöperation of a volunteer class of teachers from the audience, Mr. Smith gave an interesting talk and demonstration of the proper use of typewriting drills, their presentation, and control. He stressed that teachers should keep in mind ultimate and specific objectives of skill in connection with each exercise. This involves accurate pre-determination by the teacher of the exact speed, degree of accuracy, and nature of fluency to be required on each drill. The exact method students are to use in executing each drill is first presented in such a way as to secure positive and correct inspection from them on the mental side, thus insuring more rapid and accurate progress on the physical side, which follows.

THE GREAT UNTAUGHT IN BUSINESS EDUCATION—Dr. C. R. Rorem, School of Commerce, University of Chicago. The ultimate aim of business training is management. The essentials of business success beyond routine work are: (1) Imagination, (2) Judgment, (3) Initiative, (4) Patience, (5) Intellectual Honesty. The only certainty in business is that the business man will be faced with uncertainties and must be ready to meet them at all times.

REORGANIZATION OF THE HIGH SCHOOL COURSE OF STUDY—E. Clevenger, Director, Business Department, High School, Lawton. It would be best to set up a series of standards by which to grade. The students of the commercial department must have standards higher than those of the other school departments, as this department is the only one put to the test immediately upon graduation. These standards should be determined from business sources and incorporated in the state syllabus.

THE UPS AND DOWNS OF THE PRESENT ADOPTED COMMERCIAL TEXTS—Milton Bast, Commercial Department, Clinton High School. While the selection in the past has been good in the main it could be made much better at the coming adoption if the teachers who are actually doing the work are allowed to confer with the members of the Commission.

THE STANDARDIZATION OF ACHIEVEMENT IN COMMERCIAL SUBJECTS—Guy Brown, Director, Commercial Course, Oklahoma City High School. This department of all of those in the high school, is measured by results, therefore results should be the ultimate goal. The teachers should be experts in the subjects they handle. They must have learned by actual experience, as this is no place for theorists. All work should be correlated and scientifically measured. The business activities of the community should be studied and the work adapted to their needs.

ROUND TABLE DISCUSSIONS—K. B. Cornell, State Teachers' College, Weatherford. Subjects, "What Can Be Done About the Scale of Measurement for Achievement in Commercial Subjects?" "Would It Be Advisable to Reorganize the Commercial Course of Study?" "What Should Commercial Teachers of the State Have To Say About the Selection of New Adopted Texts in Commercial Subjects?"

The consensus of opinion as to the first seemed to be: *Careful Study of all known means*. For the second: It is highly advisable that the *Course of Study be continually Revised*

and Improved. For the third: Teachers should be consulted and their advice considered carefully by the Commission.

ODDS AND ENDS—"Bookkeeping Problems," "Shorthand," "Organization of Commercial Clubs" were discussed by Mrs. K. E. Driskel, State Teachers' College, Weatherford; Vera Neel Belisle, Guthrie High School, Guthrie;

and Miss Leone Orner, El Reno High School, El Reno.

The officers elected for 1930 are:

President—Mr. R. V. Miller, Head Commercial Department, Enid

Vice-President—Mrs. Vera Belisle, Head Commercial Department, Guthrie

Secretary—Miss Marian Black, Head Commercial Department, Cleveland

Report of the

National Commercial Teachers' Federation

Hotel Statler, Detroit, Michigan

(Concluded from the March issue)

IN last month's issue we gave you an account in brief of what took place in the Public and the Private Schools Department meetings of the N. C. T. F., and now we are

ready for the resumé of the Round Table gatherings, those "heart to heart" talks that not infrequently prove the most helpful and inspiring of the entire convention.

Shorthand and Typewriting Round Table

C. A. McKinney, Winfield, Kansas, High School, Chairman

A SCIENTIFIC METHOD OF TEACHING SHORTHAND—Miss Gertrude Beers, University of Nebraska, Lincoln, Nebraska. A laboratory trial and research study covering a period of two years resulted in the formulation of a standardized course based especially on the most frequently-used words. A minimum of theory discussion and a maximum of reading and writing practice on sentence content developed a group of rapid writers and fluent, intelligent readers right from the start.

WHAT SHALL WE DO TO HELP OUR STENOGRAPHIC MISFITS?—Harold George, High School of Commerce, Detroit, Michigan. One possible solution for stenographic misfits will be found in frequent community surveys, in order to arrange a preparatory course of community activities.

A second remedial measure will be established by student vocational guidance. An initial prognostic test will show the adaptability of the students, individually; while regular periodic diagnostic projects will effect a standardized progression.

TESTS WE GIVE OUR STENOGRAPHERS—A. Douglass Jamieson, Vice-President, Union Trust Company, Detroit, Michigan. The requirements of the position will determine the type of test to be given an applicant. The scorer should consider the measurement of the probable adaptability of the candidate.

Two objectives are sought: Through the non-technical tests, we judge the stenographer's character, experience, and personality. Apparent and innate ability in speed and accuracy we perceive through our technical tests.

A REPORT ON A STUDY OF ERRORS IN TYPEWRITING—Miss Ruby M. Stone, High School, Monroe, Michigan. A scientific investigation and comparison of typewriting errors proved that the letters needing constant drill are: *z, x, w, q, and k*; those needing little drill: *e, a, h, l, o, and p*; the letters needing a medium amount of practice in the order of that need: *t, i, s, n, r, y, c, u, m, b, d, g, f, (v, and j.)*

If the alphabet were arranged first in the order of frequency of use and second in the order of accuracy, the two arrangements would be very similar. Accuracy, however, does not necessarily mean facility in use.

HOW CAN WE REDUCE CLERICAL LABOR IN TEACHING AND NOT REDUCE EFFICIENCY?—Miss Mina Bearhope, High School, DeKalb, Illinois. A tenable program whereby clerical duties are delegated to stenographic students has permitted us to improve our teaching methods, and allowed time for advice and guidance.

Special emphasis is laid on personal traits and our procedure has been devised to develop the qualities demanded by the business world.

STANDARDS FOR SHORTHAND TRANSCRIPTION—John G. Kirk, director Commercial Education, Philadelphia, Pennsylvania. For promotion from the beginning dictation class to the advanced work, we should strive for one hundred per cent accuracy on two letters of seventy-five words each, dictated at the rate of seventy-five words per minute and transcribed at ten words per minute.

For graduation, we increase to three letters of one hundred words each, at a corresponding

rate of speed and transcribed at twenty words per minute. The same accuracy applies.

TALK AND DEMONSTRATION—Albert Tangora, Underwood Typewriting Company, New York City. Mr. Tangora prefaced his skillful typewriting demonstration with explanations of the types of warming-up drills and rhythmic drills necessary for accuracy and speed. The same rhythm development is necessary for the writing of 140 words per minute as for 40. His dexterity in changing paper was followed keenly.

Mr. Gregg Outlines New Manual

JUST before the typewriting demonstration, the chairman asked Mr. Gregg for an outline of the main features of the revision now being made in the Gregg Shorthand Manual. He summarized the points briefly as follows:

1. The material contained in the new Manual will be arranged in twelve Chapters (not "Lessons"), each Chapter containing three Units.

2. There will be some changes in the arrangement of the material, which will be introduced according to the frequency of the principles used and the frequency of words, based upon the Harvard and Horn lists. [As the Harvard list contains no commercial terms and the Horn list does, it was deemed wise to add some of the most frequent words given in the former.] As examples of the changes in arrangement *s* is to be introduced in the second Chapter and the most common prefixes and suffixes are to be introduced a few at a time beginning with the second Chapter. The principle of association or analogy will be used to an even greater extent than in the present Manual. For example, as the first Chapter gives *t* and *d* in the first unit, this is immediately followed by *ted*, *ded*; after *n* and *m* are given, the blends *men*, *mem* are introduced.

3. The wordsigns are distributed through the first six Chapters, arranged in order of frequency. The first Chapter contains 34 per cent of the words the student will encounter in writing non-technical English. This will afford a large writing vocabulary almost from the beginning.

4. Derivatives are introduced progressively, and throughout the Manual vocabulary building and word building are emphasized. Many teachers are inclined to undervalue the importance of training students to construct words readily from *principle*. Drill on frequent words is very important, but unless the student acquires a large writing vocabulary and such a sound knowledge of the principles of word construction, he is seriously handicapped towards the end of the course.

5. The first nine Chapters will contain all the word-building material, with the exception of a comparatively few infrequently-occurring prefixes and suffixes.

6. The reading and dictation practice material has been more than doubled.

7. The rules are made simpler and more definite in many cases.

8. The distribution of the material is so organized that at the end of the first six Chapters the students will be able to write at least 90 per cent of all the words they will meet in any non-technical matter. Practical business letters are introduced in the first Chapter and continued throughout.

9. There will be no changes in principle, but a few of the wordsigns will be changed with a view to making the system "fool-proof" in reading, and a few prefixes and suffixes of negligible value will be dropped.

10. The general arrangement of the material in the early part of the Manual follows rather closely the plan of the present Manual, so that teachers will have little difficulty in handling the new book.

11. Mechanically, the Manual will be printed in larger type and the shorthand will be written in a bolder style than in the present book.

12. The revision of the supplementary books, in accordance with the arrangement of the new Manual, will be pushed forward rapidly so as to be ready for next season. The preparation of some of the new supplementary books contemplated has been postponed for some time on account of the knowledge that they would be rendered obsolete by the appearance of the revised edition of the Manual, the revision of which circumstances have delayed much longer than anticipated.

"Since it became known that I was engaged on the revision of the Manual," Mr. Gregg concluded after this summary, "a great many letters have come from teachers begging me to adhere to the old Manual because they 'loved it' and 'knew it by heart'—but while I understand and appreciate the feeling that prompted these letters, I believe it necessary to give effect to improvements in methods of handling the work as they develop through the experience of thousands of teachers. I wish to assure such teachers, however, that the present Manual will continue to be published as long as there is any demand for it."

(Continued on page 307)

In Memoriam

Mrs. Henry J. Holm

THE many friendly handclasps that welcomed them to the recent Detroit meeting of the National Commercial Teachers' Association have since been extended in fraternal sympathy to Mr. Henry J. Holm, principal of Gregg School, Chicago, for, as many of our readers already know, Mrs. Holm passed on very suddenly, after but a few days' illness, a short time after their return from the convention.

Not a member of the commercial teaching fraternity herself, yet her keen interest in her husband's work and in the progress of the profession in general, and her graciousness as a hostess made for her a place of her own wherever teachers foregathered, bringing her a growing circle of friends with each meeting.

Her own special interest was music, and it was while she was teaching voice and piano at Fairmont, Minnesota, that she met Mr. Holm, then a teacher in one of the Toland schools. Mrs. Holm was not a daughter of Minnesota, however. She was born in the little town of Norway, Wisconsin, and it was in Milwaukee that she received her first lessons in music.



Mrs. Henry J. Holm

To further her study under European teachers she later went abroad for two years' training in London, Paris, and Italy, and it was at the end of her stay in Florence that she opened her studio at Fairmont.

Mr. and Mrs. Holm were married in Chicago in 1903, and went to live at Louisville, Kentucky, where he taught for two years; then to Everett, Washington; and returned to Chicago in 1906, where Mr. Holm joined the staff of Gregg School.

A genius for helpfulness marked Mrs. Holm's life, and she took great pleasure in aiding young students to advance in the world of music. She was active in Chicago music circles, a constant attendant during the season at the Civic Opera, and a director of the Chicago Woman's Musical Club, and member of the Art Institute.

Quiet, but radiating a cheery friendliness—we shall miss her, but let us realize, as the beautiful song *There Is No Death* reminds us: "Death's but an open door. We move from room to room. There is one life, no more; No dying, and no tomb."



Teaching of Typewriting

(Continued from page 292)

instruction or ability as typists. It is easily seen that they would be much better off if with the same expenditure of time and effort under better instruction they could have acquired greater fundamental and practical skill.

We need most of all to divest ourselves of the outworn notions which have grown up around instruction in typewriting. We must consider the problem for what it is—"training for a job"—the job of using the typewriter as a writing tool for personal or business purposes.

Let us quote one of the foremost authorities in vocational education, Charles R. Allen,

author of "*The Instructor, the Man, and the Job*" (page 31):

It is useless to look for good instruction unless the instructor is a thoroughly good workman. . . . Experience has shown again and again that the only man who is worth selecting for a prospective instructor is a thorough master of his job.

A rough guide is the length of time that a man has worked at his trade. For instruction in skilled trades it should be not less than eight years. For specialized work it may be less, but the tendency is to undervalue a long trade experience, as an asset for an instructor. As already stated he must not only know about the job, but must know how to do it, and his experience must have been sufficient so that he can "hold down his job with any man."

(To be continued next month)

O. G. A. TEST COPY

Colossal
waterfall
a bank.
— a pig.
— last
of Pearson
and an
old dog
on his
.60 (cage).
— 1919,
June (now 7)
Gadsden
1919, 1916.
Farrington
and (now 4)
1916.

DICTION MATERIAL

 to Shorthand Plates in *The GREGG WRITER*

The Story of a Thousand-Year Pine

By Enos A. Mills

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The peculiar charm and fascination that trees exert over many people I had always felt from childhood, but it was²⁰ that great nature-lover, John Muir, who first showed me how and where to learn their language. Few trees, however,⁴⁰ ever held for me such an attraction as did a gigantic and venerable yellow pine which I discovered one autumn⁶⁰ day several years ago while exploring the southern Rockies. It grew within sight of the Cliff-Dwellers' Mesa Verde, which⁸⁰ stands at the corner of four States, and as I came upon it one evening just as the sun was¹⁰⁰ setting over that mysterious table-land, its character and heroic proportions made an impression upon me that I shall never¹²⁰ forget, and which familiar acquaintance only served to deepen while it yet lived and before the axeman came. Many a¹⁴⁰ time I returned to build my camp fire by it and have a day or a night in its solitary and¹⁶⁰ noble company. I learned afterwards that it had been given the name "Old Pine," and it certainly had an impressiveness¹⁸⁰ quite compatible with the age and dignity which go with a thousand years of life.

When, one day, the sawmill²⁰⁰ man at Manicos wrote, "Come, we are about to log your old pine," I started at once, regretting that a²²⁰ thing which seemed to me so human, as well as so noble, must be killed.

I went with the axemen²⁴⁰ who were to cut the old pine down. A grand and impressive tree he was. Never have I seen so²⁶⁰ much individuality, so much character, in a tree. Although lightning had given him a bald crown, he was still a²⁸⁰ healthy giant, and was waving evergreen banners more than one hundred fifteen feet above the earth. His massive trunk, eight³⁰⁰ feet in diameter at the level of my breast, was covered with a thick, rough, golden-brown bark which was³²⁰ broken into irregular plates. Several of his arms were bent and broken. Altogether, he presented a time-worn but heroic³⁴⁰ appearance.

It is almost a marvel that trees should live to become the oldest of living things. Fastened in one³⁶⁰ place, their struggle is incessant and

severe. From the moment a baby tree is born—from the instant it casts³⁸⁰ its tiny shadow upon the ground—until death, it is in danger from insects and animals. It cannot move to⁴⁰⁰ avoid danger. It cannot run away to escape enemies. Fixed in one spot, almost helpless, it must endure flood and⁴²⁰ drought, fire and storm, insects and earthquakes, or die.

Trees, like people, struggle for existence, and an aged tree, like⁴⁴⁰ an aged person, has not only a striking appearance, but an interesting biography. I have read the autobiographies of many⁴⁶⁰ century-old trees, and have found their life-stories strange and impressive. The yearly growth, or annual ring of wood⁴⁸⁰ with which trees envelop themselves, is embossed with so many of their experiences that this annual ring of growth literally⁵⁰⁰ forms an autobiographic diary of the tree's life.

I wanted to read Old Pine's autobiography. A veteran pine that had⁵²⁰ stood on the southern Rockies and struggled and triumphed through the changing seasons of hundreds of years must contain a⁵⁴⁰ rare life-story. From his stand between the Mesa and the pine-plumed mountain, he had seen the panorama of⁵⁶⁰ the seasons and many a strange pageant; he had beheld what scenes of animal and human strife, what storms and⁵⁸⁰ convulsions of nature! Many a wondrous secret he had locked within his tree soul. Yet, although he had not recorded⁶⁰⁰ what he had seen, I knew that he had kept a fairly accurate diary of his own personal experience. This⁶²⁰ I knew the saw would reveal, and this I had determined to see.

Nature matures a million conifer seeds for⁶⁴⁰ each one she chooses for growth, so we can only speculate as to the selection of the seed from which⁶⁶⁰ sprang this storied pine. It may be that the cone in which it matured was crushed into the earth by⁶⁸⁰ the hoof of a passing deer. It may have been hidden by a jay; or, as is more likely, the⁷⁰⁰ tree may have grown from one of the uneaten cones which a squirrel had buried for winter food. Frémont squirrels⁷²⁰ are the principal nurserymen for all the Western pineries. Each autumn they harvest a heavy percentage of the cone crop⁷⁴⁰ and bury it for winter. The seeds in the uneaten cones germinate, and each year countless thousands of conifers grow⁷⁶⁰ from the seeds planted by these squirrels. It may be that the seed from which Old Pine burst had been⁷⁸⁰ planted by an ancient ancestor of the protesting Frémont squirrel whom we found that day in apparent possession of the⁸⁰⁰ premises; or this

seed may have been in a cone which simply bounded or blew into a hole, where the⁸²⁰ seed found sufficient mould and moisture to give it a start in life.

Two loggers swung their axes: at the⁸⁴⁰ first blow a Frémont squirrel came out of a hole at the base of a dead limb near the top⁸⁶⁰ of the tree and made an aggressive claim of ownership, setting up a vociferous protest against the cutting. As his⁸⁸⁰ voice was unheeded, he came scolding down the tree, jumped off one of the lower limbs, and took refuge in⁹⁰⁰ a young pine that stood near by. From time to time he came out on the top of the limb⁹²⁰ nearest to us, and, with a wry face, fierce whiskers, and violent gestures, directed a torrent of abuse at the⁹⁴⁰ axemen who were delivering death-blows to Old Pine.

The old pine's enormous weight caused him to fall heavily, and⁹⁶⁰ he came to earth with tremendous force and struck on an elbow of one of his stocky arms. The force⁹⁸⁰ of the fall not only broke the trunk in two, but badly shattered it. The damage to the log was¹⁰⁰⁰ so general that the sawmill man said it would not pay to saw it into lumber and that it could¹⁰²⁰ rot on the spot.

I had come a long distance for the express purpose of deciphering Old Pine's diary, as¹⁰⁴⁰ the scroll of his life should be laid open in a sawmill. The abandonment of the shattered form compelled the¹⁰⁶⁰ adoption of another way of getting at his story. Receiving permission to do as I pleased with his remains, I¹⁰⁸⁰ at once began to cut both the trunk and the limbs, and to transcribe their records. Day after day I¹¹⁰⁰ worked. I dug up the roots and thoroughly dissected them, and with the aid of a magnifier I studied the¹¹²⁰ trunk, the roots, and the limbs. (1126)

(To be concluded in the May issue)

Lesson Thirteen

Words

Unheard, conference, foreclose, forewarned, Albany, commonest, unvaried, conserved, ulcerous, substantially, combinations, unmailed, concealed, unearned, condescend, unaccomplished, exertion, unfounded, compromise, foregone,²⁰ recognizes, empowered, recommended, conversation, unexcelled, can't, alderman, unaided, furnishings, supplanted, subnormal, expert, exaggerated, unkindly, independently, inferior, suburban, furtherest, foreigners, incomplete,⁴⁰ subsequently. (41)

Sentences

I regret that it is absolutely impossible for us to concur with the wishes of the committee. I shall recommend²⁰ to the city council that the plan be submitted to a committee appointed by the mayor. We shall give recognition⁴⁰ to the individuals responsible for the improvement of the work. If it is not convenient for you

to call in⁶⁰ the forenoon, perhaps you can call later in the day. We have on display excellent bargains in furniture at substantial⁸⁰ reductions. I am convinced furthermore that we must insist that a remittance accompany all subsequent orders. (96)

Lesson Fourteen

Words

Contributors, contradictory, exterior, intruders, retreated, alternately, intertwined, entreat, extremely, destroyed, alterations, neutralize, electric machines, centralization, interlocking, interpretations, extermination, interurban, patronizes,²⁰ electric heaters, entrants, letterheads, intervals, redistribution, interference, interrogation, centrally, exclusion, centerpieces, interlude, countersigned, controversies, introductory, interior, electric wiring, uninterested, paternally,⁴⁰ mattresses, patriotism, nutritious, retrenched, intercourse, entertained, counterpart, literally. (48)

Sentences

We shall deliver the contract to Mr. Peterson today. The materials will not be ready for distribution before the end²⁰ of the month. Peterson and Sons are making attractive offerings in electrical cooking utensils. Contrary to our expectations the funds⁴⁰ were handled in a most extravagant manner. We can grant you the exclusive right to sell our building materials in⁶⁰ your district. The electric power plant is centrally located. An intelligent young man is needed as interpreter. (77)

Lesson Fifteen

Words

Antagonize, antiquity, hydrometer, postmarked, circuits, oversupplied, underestimated, aggressively, self-sacrifice, overburdened, transfix, superiors, self-satisfied, overproduction, paralysis, reclaimed, McAdams, overtaken,²⁰ superficially, suspended, shortened, shortly, shorten, anteroom, overhaul, circularize, inclement, transformations, posters, underdone, underrate, antitoxin, shipload, circumflex, anti-trust, declination, transom, grandstand,⁴⁰ underground, self-addressing. (42)

Sentences

Under the circumstances, we feel inclined to undertake the work. Our instructions with regard to the transaction in question may²⁰ have been misunderstood. I am anticipating a substantial increase in the circulation of our magazine. The superintendent of transportation declares⁴⁰ an acute shortage of intelligent workers. I am unable to understand why he declined to interview Mr. MacDonald. It is⁶⁰

self-evident that the circularizing of our customers must not be overlooked. The post office held the postal because of⁸⁰ insufficient postage. (82)

Lesson Sixteen

Words

Passable, people, simply, readiness, restfully, exclusiveness, requisitions, assumption, priceless, settlement, announcement, concussion, aspired, admissible, consumption, itself, procession, subscriptions, mildness, skillfully,²⁰ transposition, empires, presumption, thyself, results, adjustment, disputed, bequests, stable, enjoyable, inducement, pitiless, supposes, consulted, resentful, senselessness, couple, brightness, portable, groundless,⁴⁰ assessment, persuasion, sociable. (43)

Sentences

We believe that we can offer you a proposition that will result in a very profitable investment. We have some²⁰ wonderful bargains in seasonable merchandise. We are patiently awaiting a remittance in payment of your December bill. Upon written request⁴⁰ we will gladly submit samples of our merchandise. I suppose you, yourselves, are aware that such a proposition will be⁶⁰ met with opposition by the committee. I assure you the measurements submitted are correct. The trouble was traceable to the⁸⁰ thoughtlessness and inefficiency of the employees. (86)

A Double-Dyed Deceiver

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(Concluded from the March issue)

"That's it," said Thacker, reaching behind the official²¹⁰ desk for his bottle of smuggled brandy. "You're not so slow, I can do it. What was I consul²¹⁸⁰ at Sandakan for? I never knew till now. In a week I'll have the eagle bird with the²²⁰⁰ frog-sticker blended in so you'd think you were born with it.²²²⁰ I brought a set of needles and ink just because I was sure you'd drop in some day, Mr. Dalton."²²⁴⁰

"I thought I told you my name!" said the Kid.

"All right, 'Kid,' then. It won't be that long. How²²⁶⁰ does 'Señorito Urique' sound for a change?"

"I never played son any that I remember of," said the Kid. "If²²⁸⁰ I had any parents to mention they went over the divide about the time I gave my first bleat. What²³⁰⁰ is the plan of your round-up?"

Thacker leaned back against the wall and held his glass up to the²³²⁰ light.

"We've come now," said he, "to the question of how far you're willing to go in a little matter²³⁴⁰ of the sort."

"I told you why I came down here," said the Kid simply.

"A good answer," said the²³⁶⁰ consul. "But you won't have to go that far. Here's the scheme. After I get the trade-mark tattooed on²³⁸⁰ your hand I'll notify old Urique. In the meanwhile I'll furnish you with all of the family history I can²⁴⁰⁰ find out, so you can be studying up points to talk about. You've got the looks, you speak the Spanish,²⁴²⁰ you know the facts, you can tell about Texas, you've got the tattoo mark. When I notify them that the²⁴⁴⁰ rightful heir has returned and is waiting to know whether he will be received and pardoned, what will happen? They'll²⁴⁶⁰ simply rush down here and fall on your neck, and the curtain goes down for refreshments and a stroll in²⁴⁸⁰ the lobby."

"I'm waiting," said the Kid. "I haven't had my saddle off in your camp long, pardner, and I²⁵⁰⁰ never met you before; but if you intend to let it go at a parental blessing, why I'm mistaken in²⁵²⁰ my man, that's all."

"Thanks," said the consul. "I haven't met anybody in a long time that keeps up with²⁵⁴⁰ an argument as well as you do. The rest of it is simple. If they take you in only for²⁵⁶⁰ a while it's long enough. Don't give 'em time enough to hunt up the strawberry mark on your left shoulder.²⁵⁸⁰ Old Urique keeps anywhere from \$50,000 to \$100,000 in his house all the time in a²⁶⁰⁰ little safe that you could open with a shoe buttoner. Get it. My skill as a tattooer is worth half²⁶²⁰ the boodle. We go halves and catch a tramp steamer for Rio Janerio. Let the United States go to pieces²⁶⁴⁰ if it can't get along without my services. Que dice, señor?"

"It sounds to me!" said the Kid, nodding his²⁶⁶⁰ head. "I'm out for the dust."

"All right, then," said Thacker. "You'll have to keep close until we get the²⁶⁸⁰ bird on you. You can live in the back room here. I do my own cooking, and I'll make you²⁷⁰⁰ as comfortable as a parsimonious government will allow me."

Thacker had set the time at a week, but it was²⁷²⁰ two weeks before the design that he patiently tattooed upon the Kid's hand was to his notion. And then Thacker²⁷⁴⁰ called a muchacho, and dispatched this note to the intended victim:

El Señor Don Santos Urique,

La Casa Blanca,

My²⁷⁶⁰ dear Sir :

I beg permission to inform you that there is in my house as a temporary guest, a young²⁷⁸⁰ man who arrived in Buenas Tierras from the United States some days ago. Without wishing to excite any hopes that²⁸⁰⁰ may not be realized, I think there is a possibility of his being your long-absent son. It might be²⁸²⁰ well for you to call and see him. If he is, it is my opinion that his intention was to²⁸⁴⁰ return to his home, but upon arriving here, his courage failed him from doubts as to how he would be²⁸⁶⁰ received.

Your true servant,

THOMPSON THACKER.

Half an hour afterward—quick time for Buenas Tierras—Señor Urique's ancient landau drove²⁸⁸⁰ to the consul's door, with the barefooted coachman beating and shouting at the team of fat, awkward horses.

A tall²⁹⁰⁰ man with a white moustache alighted, and assisted to the ground a lady who was dressed and veiled in unrelieved²⁹²⁰ black.

The two hastened inside, and were met by Thacker with his best diplomatic bow. By his desk stood a²⁹⁴⁰ slender young man with clear-cut, sun-browned features and smoothly brushed black hair.

Señora Urique threw back her heavy²⁹⁶⁰ veil with a quick gesture. She was past middle age, and her hair was beginning to silver, but her full,²⁹⁸⁰ proud figure and clear olive skin retained traces of the beauty peculiar to the Basque province. But, once you had³⁰⁰⁰ seen her eyes, and comprehended the great sadness that was revealed in their deep shadows and hopeless expression, you saw³⁰²⁰ that the woman lived only in some memory.

She bent upon the young man a long look of the most³⁰⁴⁰ agonized questioning. Then her great black eyes turned, and her gaze rested upon his left hand. And then with a³⁰⁶⁰ sob, not loud, but seeming to shake the room, she cried "Hijo mio!" and caught the Llano Kid to her³⁰⁸⁰ heart.

A month afterward the Kid came to the consulate in response to a message sent by Thacker.

He looked³¹⁰⁰ the young Spanish caballero. His clothes were imported, and the wiles of the jewelers had not been spent on him³¹²⁰ in vain. A more than respectable diamond shone on his finger as he rolled a shuck cigarette.

"What's doing?" asked³¹⁴⁰ Thacker.

"Nothing much," said the Kid calmly. "I eat my first iguana steak today. They're them big lizards, you sabe?" I reckon, though, that frijoles and side bacon would do me about as well. Do you care for iguanas, Thacker?"³¹⁸⁰

"No, nor for some other kinds of reptiles," said Thacker.

"It's time you were making good, sonny," he went on,³²⁰⁰ with an ugly look on his face. "You're not playing up to me square. You've been the prodigal son for³²²⁰ four weeks now, and you could have had veal for every meal on a gold dish if you'd wanted it.³²⁴⁰ Now, Mr. Kid, do you think it's right to leave me out so long on a husk diet? What's the³²⁶⁰ trouble? Don't you get your filial eyes on anything that looks like cash in the Casa Blanca? Don't tell me³²⁸⁰ you don't. Everybody knows where old Urique keeps his stuff. It's U. S. currency, too; he don't accept anything else.³³⁰⁰ What's doing? Don't say 'nothing' this time."

"Why, sure," said the Kid, admiring his diamond, "there's plenty of money up³³²⁰ there. I'm no judge of collateral in bunches, but I will undertake for to say that I've seen the rise³³⁴⁰ of \$50,000 at a time in that tin grub box that my adopted father calls his safe. And³³⁶⁰ he lets me carry the key sometimes

just to show me that he knows I'm the real little Francisco that³³⁸⁰ strayed from the herd a long time ago."

"Well, what are you waiting for?" asked Thacker angrily. "Don't you forget³⁴⁰⁰ that I can upset your apple-cart any day I want to. If old Urique knew you were an imposter,³⁴²⁰ what sort of things would happen to you? Oh, you don't know this country, Mr. Texas Kid. The laws here³⁴⁴⁰ have got mustard spread between 'em. These people here'd stretch you out like a frog that had been stepped on,³⁴⁶⁰ and give you about fifty sticks at every corner of the plaza. And they'd wear out every stick, too. What³⁴⁸⁰ was left of you they'd feed to alligators."

"I might as well tell you now, pardner," said the Kid, sliding³⁵⁰⁰ down low on his steamer chair, "that things are going to stay just as they are. They're about right now."³⁵²⁰

"What do you mean?" asked Thacker, rattling the bottom of his glass on his desk.

"The scheme's off," said the³⁵⁴⁰ Kid. "And whenever you have the pleasure of speaking to me address me as Don Francisco Urique. I'll guarantee I'll³⁵⁶⁰ answer to it. We'll let Colonel Urique keep his money. His little tin safe is as good as the time-³⁵⁸⁰ locker in the First National Bank of Laredo as far as you and me are concerned."

"You're going to throw³⁶⁰⁰ me down, then, are you?" said the consul.

"Sure," said the Kid, cheerfully. "Throw you down. That's it. And now³⁶²⁰ I'll tell you why. The first night I was up at the Colonel's house they introduced me to a bedroom.³⁶⁴⁰ No blankets on the floor—a real room, with a bed and things in it. And before I was asleep,³⁶⁶⁰ in comes this artificial mother of mine and tucks in the covers. 'Panchito,' she says, 'my little lost one, God³⁶⁸⁰ has brought you back to me. I bless his name forever.' It was that or some truck like that, she³⁷⁰⁰ said. And down comes a drop or two of rain and hits me on the nose. And all that stuck³⁷²⁰ by me, Mr. Thacker. And it's been that way ever since. And it's got to stay that way. Don't you³⁷⁴⁰ think that it's for what's in it for me, either, that I say so. If you have any such ideas, keep³⁷⁶⁰ 'em to yourself. I haven't had much truck with women in my life, and no mothers to speak of, but³⁷⁸⁰ here's a lady that we've got to keep fooled. Once she stood it; twice she won't. I'm a low-down³⁸⁰⁰ wolf, and the devil may have sent me on this trail instead of God, but I'll travel it to the³⁸²⁰ end. And now, don't forget that I'm Don Francisco Urique whenever you happen to mention my name."

"I'll expose you³⁸⁴⁰ today, you—you double-dyed traitor," stammered Thacker.

The Kid arose and, without violence, took Thacker by the throat with³⁸⁶⁰ a hand of steel, and shoved him slowly into a corner. Then he drew from under his left arm his³⁸⁸⁰ pearl-handled .45 and poked the cold muzzle of it against the consul's mouth.

"I told you why I³⁹⁰⁰ come here," he said, with his old freezing smile. "If I leave here,

you'll be the reason. Never forget it,³⁹²⁰ pardner. Now, what is my name?"

"Er—Don Francisco Urique," gasped Thacker.

From outside came a sound of wheels, and³⁹⁴⁰ the shouting of someone, and the sharp thwacks of a wooden whipstock upon the backs of fat horses.

The Kid³⁹⁶⁰ put up his gun, and walked toward the door. But he turned again and came back to the trembling Thacker,³⁹⁸⁰ and held up his left hand with its back toward the consul.

"There's one more reason," he said, slowly, "why⁴⁰⁰⁰ things have got to stand as they are. The fellow I killed in Laredo had one of them same pictures⁴⁰²⁰ on his left hand."

Outside, the ancient landau of Don Santos Urique rattled to the door. The coachman ceased his⁴⁰⁴⁰ bellowing. Señora Urique, in a voluminous gay gown of white lace and flying ribbons, leaned forward with a happy look⁴⁰⁶⁰ in her great soft eyes.

"Are you within, dear son?" she called, in the rippling Castilian.

"Madre mia, yo vengo⁴⁰⁸⁰ (mother, I come)," answered the young Don Francisco Urique. (4089)



Ignorance is the night of the mind, but a night without moon or star.—*Confucius*. (15)



A man who lives right, and is right, has more power in his silence than another has by his words.²⁰—*Phillips Brooks*. (22)



An ounce of performance is worth a ton of complaint. (10)

The Man Who Counts

By Theodore Roosevelt

It is not the critic who counts, nor the man who points out how the strong man stumbles, of where²⁰ the doer of deeds could have done better. The credit belongs to the man who is actually in the arena;⁴⁰ whose face is marred by dust and sweat; who strives valiantly; who errs and may fail again and again, because⁶⁰ there is no effort without error and shortcoming, but who does actually strive to do the deeds; who does know⁸⁰ the great enthusiasm, the great devotion; who spends himself in a worthy cause; who, at the best, knows in the¹⁰⁰ end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly,¹²⁰ so that his place shall never be with those cold and timid souls who know neither victory nor defeat. (139)

Excerpts from Business Letter Contest Winning Group .

Submitted by Harriet I. Flagg, Waltham High School, Waltham, Massachusetts

My dear Mr. White:

The attached folder has just been issued by our Publicity Department. I am very eager to²⁰ have you read it because I feel that you will be well repaid for the time you take to consider⁴⁰ such a filing system.

Installed all over the country in business houses, in public service corporations, and in United States⁶⁰ Government, state, and municipal offices, the Blank Index has successfully solved the filing problem. Personally, I have sold this system⁸⁰ to several houses in your line of business, and, in each case, the results have more than justified the claims¹⁰⁰ made for it.

Enclosed is a list of users of the Blank Index. These firms will be glad, I am¹²⁰ sure, to answer any inquiries that you might wish to make.

I shall call at your office some time next¹⁴⁰ week, and I hope that you will allow me to demonstrate how the Blank Index is used. In fifteen minutes¹⁶⁰ you will see why it has been so successful.

If I can be of any service to you before my¹⁸⁰ call, please do not hesitate to let me know.

Very truly yours, (192)

Dear Sir:

Thank you for your letter of May 28, in which you report the damage done to the²⁰ metal case. We are very sorry that this injury occurred.

In order that we may make the proper adjustment, will⁴⁰ you please fill out the enclosed affidavit and return it to us. If you have not already done so, it⁶⁰ would be a good plan to notify the transportation company of the damage.

Four cards and four pieces of isinglass⁸⁰ are enclosed. These should have been inside one of the drawers of the cabinet, and we regret the fact that¹⁰⁰ they were omitted.

This opportunity to make matters right is appreciated.

Very truly yours, (114)

Gentlemen:

On March 10 I was requested by your office manager, Mr. A. L. Steele, to examine your files and²⁰ to make a report on their condition.

On March 12 I made the examination of the correspondence files and found,⁴⁰ without further analysis, that you have an up-to-date arrangement of material.

I noted, however, that there seemed to⁶⁰ be some trouble with a few folders which fill up very rapidly. At present we are unable to show you⁸⁰ any stock equipment which might do away with this difficulty, but we expect to have on the market a new¹⁰⁰ arrangement of



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Robert A. Grant, President

Shubert-Rialto Bldg., St. Louis, Mo.

Wisconsin to New York

On January 7, we wired a Wisconsin woman, asking her to apply at once for a high school position in New York, at a salary several hundred dollars larger than she was receiving. On January 14, we wired her that the New York officials authorized us to offer her the position. She accepted. May we help you, too?



THE NATIONAL COMMERCIAL TEACHERS' AGENCY

(A Specialty by a Specialist)

E. E. Gaylord, Mgr.

-:-:

Larcom Ave., Beverly, Mass.

alphabetic guides intended to take care of just such a situation as yours. When this equipment is standardized,¹²⁰ I shall plan to demonstrate it to you.

Very truly yours, (131)

Adventures of a Kernel of Wheat

*Reprinted in shorthand by permission of the Hecker-Jones-Jewell Milling Company, Millers of Hecker's Flour
New York City and Buffalo*

(Concluded from the March issue)

Next it goes to¹⁹⁸⁰ the "scourer," which "treats it rough." This machine literally scours small particles of dirt out of the "crease" in the²⁰⁰⁰ wheat and from other parts of its exterior. Certainly no small boy ever had more attention paid to the back²⁰²⁰ of his ears! The machine also removes the brittle, fuzzy growth on one end of each grain.

Then the wheat²⁰⁴⁰ is "tempered" by passing through a stream of water. It absorbs enough water to toughen the overcoat (bran) which is²⁰⁸⁰ more readily removed in subsequent milling processes.

Now comes the actual grinding, and my! what a difference as compared with²⁰⁸⁰ the antiquated methods of grandfather's day. Formerly by one method or another the wheat was reduced to flour in one²¹⁰⁰ grinding. Now, by an intricate process, it passes through many grindings and is gradually reduced to finer and finer particles.²¹²⁰

The ancient stones are replaced by chilled iron rolls set in pairs and revolving in opposite directions so that the²¹⁴⁰ wheat is "crushed" between the two. These "rolls" are corrugated and these corrugations become finer and finer on succeeding rolls,²¹⁶⁰ until finally perfectly smooth rolls perform the concluding ceremony.

In between these grindings other processes, bolting (sifting), purifying, etc., play²¹⁸⁰ their part.

The initial grinding is by rolls with coarse corrugations, and set far enough apart so the wheat is²²⁰⁰ broken into very coarse particles, in fact, just nicely opened up. From the rolls the wheat particles travel to bolters.²²²⁰

These bolters are equipped with large numbers of sieves with mesh of varying fineness from coarse metal sieves through which²²⁴⁰ all but the coarsest particles may go, down to sieves of exceedingly fine silk through which only the most minute²²⁶⁰ particles will pass.

These bolters, which are suspended from the ceiling, have a peculiar gyrating motion, a sort of cross²²⁸⁰ between round and round and back and forth. The result is that material falling on any sieve is well shaken²³⁰⁰ over the entire surface of that sieve to insure proper sifting.

These bolters serve as separators and selectors. The particles²³²⁰ are "routed" for further processing depending on whether they get over or through a given sieve and which particular sieve²³⁴⁰ it may be. Also different bolters handle different stock and at different stages in the process.

The selective accuracy of²³⁶⁰ these bolters is uncanny and from them move many "streams" depending on character, quality and fineness, but each according to²³⁸⁰ its kind and each toward its inevitable and final destination.

Some of these streams known as "middlings" (farina) are granular²⁴⁰⁰ particles from the heart of the wheat. These middlings go to purifiers, which are equipped with oblong bolting or sifting²⁴²⁰ cloth operating (shaking) at an angle which gradually moves the particles from end to end. The top end which receives²⁴⁴⁰ the middlings is very fine, with the mesh growing coarser toward the bottom. The finer particles pass through at the²⁴⁶⁰ top and coarser particles follow along, and this serves to "grade" the²⁴⁸⁰ grains according to size. A current of air²⁵⁰⁰ is passed through this sieve and carries²⁵²⁰ particles of bran and other light matter while the heavier particles go²⁵⁴⁰ their destined way.

At last, the pair of smooth rolls at the end of the journey gives several varieties of²⁵⁶⁰ flour. Of all the particles into which the wheat is broken only the choicest find their way to the finest²⁵⁸⁰ grade. Less than fifty per cent of the original wheat berry ever reaches this pinnacle of fineness.

Of the flour²⁵⁸⁰ obtained from the wheat berry, a part is dark and lacking in those qualities which make the fine flavorful bread²⁶⁰⁰ we all regard so highly. This dark flour is sold abroad.

There is one last milling process. The finished flour²⁶²⁰ passes through a drum of finely meshed silk cloth. This last sifting makes doubly sure that every particle of anything²⁶⁴⁰ but purest flour is removed before automatic machines pack it.

That portion of the berry which does not become flour²⁶⁶⁰ is partly bran and "shorts" (the outer covering of the berry). This keeps its excellent nutritive elements so imprisoned that²⁶⁸⁰ the human digestive apparatus cannot use them. That is why highly refined flour is more valuable for human consumption (and²⁷⁰⁰ particularly for growing children) than whole wheat flour. The bran and shorts are not lost as human food, however. Cows²⁷²⁰ are especially equipped by nature to digest them, and so they come back to us as milk, cream, and butter.²⁷⁴⁰

It is worthy of note that through all the milling processes no human hand touches the flour.

The laboratory plays²⁷⁴⁰ an important part not only in selecting wheat, but at all stages of the milling process. Careful tests determine just²⁷⁶⁰ which grades of wheat are to be blended together, and in what proportions, to insure perfect baking quality in the²⁷⁸⁰ flour.

Samples from the many streams of flour flowing through the mill machinery are constantly tested to make sure those²⁸⁰⁰ streams are moving to their proper destinations.

More important are the rigid hourly tests of the finished product. Actual bakings²⁸²⁰ in a real kitchen make sure that under any circumstances every bag of flour is worthy of the name it²⁸⁴⁰ bears.

The object of all these tests is also to make certain that the flour has plenty of protein and²⁸⁰ gluten content to furnish body-building and energy-giving elements; that it will insure a well-risen loaf of creamy²⁸⁰ color and smooth, even texture, and will impart a delicious flavor to the good things baked with it. (2898)

240-words-a-Minute Champion-ship—Jury Charge

1924 N. S. R. A. Contest, Washington, D. C.

Gentlemen of the Jury: The plaintiff claims that on the 28th day of January, 1919, she was²⁰ run down by a bus belonging to the defendant. She says that she was struck suddenly, without warning or notice,⁴⁰ and by that stroke was forcibly thrown to the ground.

As a result of the accident she claims she sustained¹⁰⁰ a fracture of the right leg, severe contusions of the right foot and the right leg, a very severe sprain⁸⁰ and contusions of the left leg and foot; contusions and lacerations of nose, also of the upper lip and the¹⁰⁰ right hand. She claims that she received a sprain of the thumb and index finger of the right hand. Also¹²⁰ she claims that she received a shock, and there was swelling on her ankles and knee, and she further claims¹⁴⁰ that these injuries were inflicted upon her by the defendant without any fault or negligence on her part and solely¹⁰⁰ through the negligence of the defendant's driver in charge of this bus.

These specific acts of negligence which she alleges¹⁸⁰ against the defendant's driver are failing to keep the automobile bus under reasonable control, failing to check the speed of²⁰⁰ the bus and to stop it in order to avoid striking the plaintiff, failing to give a fair and reasonable²²⁰ opportunity to the plaintiff to avoid the bus, and failing to give any warning or signal of its approach and²⁴⁰ failing to use reasonable diligence and prudence in controlling the driving of the bus.

These plaintiffs are bound to satisfy²⁰⁰ you by a fair preponderance of credible evidence that Mrs. Froelich was entirely free from any negligence contributing to this²⁸⁰ accident. If she fails to satisfy you of that, then she must fail in her case and your verdict must⁸⁰⁰ be for the defendant. She must go further and prove that she received the injuries through the negligence of the²²⁰ defendant. Her claim is based in law upon the negligence of the defendant. If she fails to satisfy you of⁸⁴⁰ that, by a preponderance of credible evidence, she must fail in this case and your verdict must be for the³⁰⁰ defendant.

In other words, the burden of proving that the accident was caused solely through the negligence of the defendant,³⁸⁰ and without any

negligence on her part, is upon her, and if she fails in either respect, your verdict must⁴⁰⁰ be for the defendant.

The evidence of the defendant— (409)

(To be continued next month)

Sympathy is the first condition of criticism.
—Amiel. (8)

Short Stories in Shorthand

Not At the Same Time

"They say the Professor was quite calm and collected when the explosion happened."

"Yes, he was quite calm and he's²⁰ being collected now." (23)

No Use

Mrs. X: Why have you never sued any of your divorced husbands for alimony?

Mrs. Y: By the time I'm²⁰ ready to leave a man, he's always bankrupt. (28)

We Men

Father (to his bright son): What's wrong?

Son (10 years old): I have had a terrible scene with your wife. (20)

Keeping a Line on Him

The former office boy (fired the week before) was found outside the door one morning, when the secretary to the²⁰ boss arrived. "What are you doing here?" she asked. "Think the chief will take you back?" "Oh, no," said the⁴⁰ youngster. "I just wanted to see if the old man was still in business." (54)

Gone Up!

They were having one of those little spats so common among married couples.

"And to think," sniffed the wife, "that²⁰ when you married me you used to call me a 'little dear'!"

"Perhaps I did," hubby grimly replied: "but since¹⁰ then you've developed into a big expense." (47)

Old But Faithful

"That umbrella of yours looks as though it had seen better days."

"Well, it certainly has had its ups and²⁰ downs." (21)

Report of N. C. T. F. Convention

(Continued from page 296)

Business Round Table

C. D. Moore, Chairman

SELLING SALESMANSHIP—Charles R. Dubbs, Sharon High School, Sharon, Pennsylvania. Mr. Dubbs visioned a future in which all commercial teachers as well as students will be trained to market their ability and to know what that ability truly is. It is increasingly important that our students possess not merely mechanical qualifications, but also know the immense part which the human factor plays in the business world.

AVAILABLE HELPS—Howard C. Schermerhorn, Merchants' and Bankers' School, New York City. The teacher of commercial law finds helpful information in the State Statutes or codes of his own state. Black's Law Dictionary and the *Business Law Journal* are other valuable aids.

In our stenographic courses we employ the *Gregg Writer* and the *Pitman Journal*. These magazines offer many inspirational articles indicating the essentials of success in the business world. Transcribing from shorthand notes in these magazines affords excellent practice.

SUGGESTIONS FOR DEVELOPING HABITS OF EFFICIENCY IN OUR STUDENTS—George I. Pearsall, Waite High School, Toledo, Ohio. "Efficiency" is given a new interpretation to-

day. It is defined as "Economic productivity." Originally the student was taught to do, to act, to accomplish. Now, the mere doing is not sufficient. To this must be added accuracy, dispatch, and capacity.

Modern training justifies, in every high school, a qualified vocational counsellor to direct and advise the student in his choice of a course of study which best fits his individual needs.

VALUE OF A THOROUGH UNDERSTANDING OF COMMERCIAL LAW, ECONOMICS, BUSINESS ORGANIZATION, AND ADVERTISING—W. O. Winkler, The Business Institute, Detroit, Michigan. A knowledge of commercial law should be a reality in the life of each student. He should know economics because of its relationship to everyday life. He should know advertising and salesmanship in order that he may cope with the competitive spirit of the age.

In the general discussion which followed, an important contribution was made by Mr. J. O. Malott, Specialist in Commercial Education, Washington, D. C. His broad contact with commercial courses qualifies him to speak authoritatively on business subjects, and this he did convincingly.

College Instructors' Round Table

Catherine F. Nulty, University of Vermont, Chairman

CURRICULA FOR TRAINING COMMERCIAL TEACHERS—Dr. E. G. Blackstone, University of Iowa, Iowa City, Iowa. Varied conditions, marked by a rapidly-growing demand for commercial teachers, have produced a corps of instructors without any general standardization in training or in practice.

Business experience, in my opinion, is essential. Prospective teachers should secure part-time work in several different offices, if possible, where they may have practical experience in their field of specialization.

If we could send out teachers acquainted with efficient methods of handling extra curricula activities, those teachers could secure for their departments anything that they might ask.

THE IMPROVEMENT OF METHODS COURSES FOR TEACHERS OF COMMERCIAL SUBJECTS—E. W. Barnhart, Chief Commercial Education Service, Federal Board for Vocational Education, Washington, D. C. Each school will have to develop a curriculum of its own dealing with the specific demands of its graduates.

Teaching can only be learned by teaching. We need in our teacher-training work a larger amount of teaching supervised by excellent teachers.

The teachers' course should be regarded a laboratory class. The class should watch a class in recitation and then discuss it.

PRACTICE TEACHING IN COMMERCIAL SUBJECTS—Charles A. Murray, Indiana University, Bloomington, Indiana. Student teachers of commercial subjects do from ten to twelve days of observation, writing up lesson plans with detailed classroom procedure. Rating sheets and score cards are maintained to check against weaknesses disclosed by the teaching plans.

Practice teaching is a field of discovery as real attainments can here be determined.

THE CONTENT AND METHOD OF THE COLLEGE COURSE IN ACCOUNTING—Dr. Roy O. Kester, School of Business, Columbia University, New York City. Bookkeeping is business in principle and practice. Emphasis of basic principles

must be continued in the university schools of business. Although the objectives may vary slightly, basic and auxiliary training in accounting should further the student's interpretative ability in the matter of accounts in order that this knowledge may be usable and useful.

SURVEY MADE IN OKLAHOMA ON SECRETARIAL WORK—E. W. Barnhart. Conclusions: More needed than ability to employ shorthand and typewriting accurately. Training required in letter construction and editing. Acquisition of business sense is expected, this determining, in most cases, the remuneration.

Penmanship Round Table

SOME PHASES OF THE TEACHING OF PENMANSHIP IN THE PRIVATE BUSINESS SCHOOL TODAY—T. W. Wauchope, Albany Business College, Albany, New York. Correct form is possible only when students are working from an accurate mental photograph of the letters to be executed.

SOME HANDWRITING PROBLEMS OF THE SUPERVISOR—Miss Lena A. Shaw, Supervisor of Handwriting, Detroit Public Schools, Detroit, Michigan. Good penmanship, like good English, is a permanent achievement. Maintenance is not difficult. The habit of thoughtful execution insures continuity of style because the student's interest is back of every stroke.

TRANSFER OF POWER IN PENMANSHIP—E. E. Magoon, Findlay College, Findlay, Ohio. Striving for perfection in penmanship determines one's quality of effort in other subjects. The artistic sense developed through writing constantly reminds the student of the importance of self-examination.

THE LAW OF HABIT APPLIED IN TEACHING PENMANSHIP—W. D. Chamberlin, Commer-

cial Educator, Detroit, Michigan. The law of habit is the "balance wheel" of progress. Right thinking is necessary before correct practice can be pursued. If mental habits are not faulty, good penmanship is inevitable.

REMINISCENCES—Francis B. Courtney, Detroit, Michigan. Developing the "atmosphere of the expert" in writing produces a marvelous effect on classes. It calls for habits of industry which bring out the best in terms of intelligent practice.

MY PENMANSHIP TEACHERS—E. E. Gaylord, Commercial Educator, Beverly, Massachusetts. The difference between the renowned in penmanship and those who merely "aspire" is in the spirit of the attack. When the "desire" exists an intelligent course is sought. This discovered and embraced is, in brief, the life story of famed penmen.

PENMANSHIP AND SOMETHING ELSE—Frank A. Krupp, Interstate Business College, Fargo, North Dakota. The ability to execute attractive copy is of little value unless this skill be as readily applied to all commercial uses.



Teachers' Certificates

SINCE the last list was printed the following teachers have been granted certificates:

Lillian L. Bell, Calgary, Alberta, Canada
Edwin M. Bergh, Camrose, Alberta, Canada
Elmira L. Boone, Savannah, Georgia
Marie Helen Caughlin, Edmundston, New Brunswick, Canada
Marie Eleanor Conner, Atlantic City, New Jersey
Gaspar Cruz, New York, New York
Betty K. duGuay, Campbellton, New Brunswick, Canada
D. James Farr, Portland, Maine
Kathleen S. Fitch, Calgary, Alberta, Canada
Marion Estelle French, Auburn, Maine
Leland W. Greene, South Brewer, Maine
Doris Madeline Hackett, Bangor, Maine
R. W. Le B. Hagerman, Bangor, Maine
Claire Ham, Auburn, Maine
Nona Hamlet, Portland, Oregon
Elsie M. Heenle, Portland, Maine
Mrs. Jean I. Hinde, Yorkton, Saskatchewan, Canada
Eleanor M. Johnson, Portland, Maine
Warren E. Kudner, San Francisco, California
Sister M. Louis Agnes, Philadelphia, Pennsylvania
Joan Mather, Calgary, Alberta, Canada

Margaret A. Morrow, St. John, New Brunswick, Canada
Ina Melville, Weyburn, Saskatchewan, Canada
Charles Emerson Orcutt, Brooklyn, New York
Alice May Parsons, Seymour, Connecticut
Alice Rosa, Mexico, D. F., Mexico
Harriet Maude Riley, Calgary, Alberta, Canada
Betty Robb, Calgary, Alberta, Canada
Marion L. Ryan, Fredericton, New Brunswick, Canada
Norman Sangster, Vancouver, British Columbia, Canada
Eunella Segarra de Martinez, Arecibo, Porto Rico
Mrs. Rhea Runice Snell, Seattle, Washington
Marguerite L. Taylor, McAdam, New Brunswick, Canada
Eulalio Torres de Jesus, Arroyo, Porto Rico
Annie N. True, Auburn, Maine
Ernest Eugene Valliere, Auburn, Maine
William Vasquez Valedon, Ponce, Porto Rico
Lila E. Walker, Ottawa, Ontario, Canada
Leonore Walters, Calgary, Alberta, Canada
Mrs. Hazel E. Washburn, Seattle, Washington
Delphine V. Weed, Biddeford, Maine
Amy E. Willman, South Portland, Maine
Laura Margaret Williams, Prescott, Arizona
Lucretia A. Woodsum, Auburn, Maine
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